

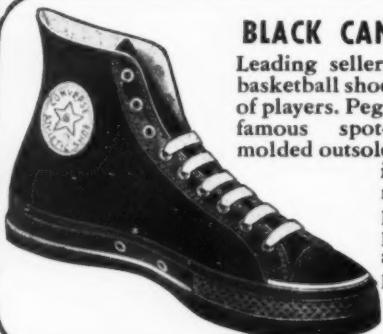
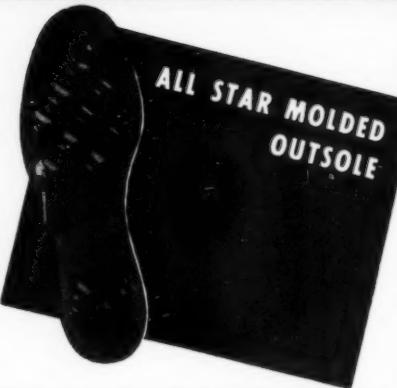




Now

ALL STARS

★ Now you can select the All Star basketball shoe that best fits your personal, school or team requirements . . . for All Stars are now available in a wide choice of canvas or leather uppers. To that long-famous All Star combination of fit, traction, wear and comfort, Converse has added style and color that makes for new smartness on any basketball court. For greater comfort and a better game, wear "All Stars" this season.



BLACK CANVAS "ALL STAR"

Leading seller in America's leading basketball shoe, preferred by majority of players. Peg top, loose-lined upper; famous spot-traction, guaranteed molded outsole; duck covered sponge insole; improved molded cushion heel pocket and arch support. Black uppers, toe and foxing strips; white piping.



WHITE OLYMPIC "ALL STAR"

This smart white canvas Olympic "All Star" has lots of friends on basketball courts everywhere. In construction, quality and detail, it's an "All Star" shoe throughout. Red, white and blue foxing sets off strikingly the white canvas uppers. Improved cushion heel pocket and arch support; non-marking outsole; white duck eyelet stays.



BLACK LEATHER "ALL STAR"

Made of black Kanga yellow-back leather with stretch-proof reinforced uppers. Padded non-slip tongue and comfort toe. Non-marking outsole. Also available in White, Red, Blue or Green leather uppers.

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Canvas upper with molded outsole guaranteed NON-MARKING on any type of floor.

6-MAN FOOTBALL SHOES . . . conform to six-man football rules. Semi-rigid rubber cleats provide better traction, absorb shock on frozen ground, yet "bite" securely on turf-covered fields.



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Top grade wool sport sock, processed to prevent shrinking. Shaped heel and toe for perfect fit; cushion comfort sole; elastic yarn at ankle top prevents slipping or rolling. Sizes identified by vari-colored toe threads.



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SCHOLASTIC COACH

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Editor: OWEN REED
Advisory Editor: JACK LIPPERT
Assistant Editor: H. L. MASIN

SCHOLASTIC COACH is issued monthly ten times during the academic year (September through June) by Scholastic Corporation, M. R. Robinson, president. Publishers of *Scholastic*, the American High School Weekly; issued in two editions, one for students and one for teachers.

Address all editorial and advertising communications to SCHOLASTIC COACH, 220 East 42nd Street, New York, N. Y.

G. Herbert McCracken, publisher; S. Z. Oppenheim, advertising manager.

Subscriptions for the United States and Canada, \$1.50 a year. Foreign \$2. Back issues: 25 cents, current volume: 50 cents, previous volumes. All correspondence concerning subscriptions and circulation should be addressed to Circulation Department, 430 Kinnard Ave., Dayton, Ohio.

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You can keep out or control practically every undesirable influence . . . except one. No matter how careful you may be, you cannot even hope to keep athlete's foot out of your pool. But there is one way to be sure that no one who comes in *without* athlete's foot need later pay a penalty for swimming in your pool.

Leading health authorities throughout the country recommend this simple safeguard—place a hypochlorite foot-bath where every swimmer must step through it. And for dependable results at minimum cost, use the hypochlorite, Perchloron.

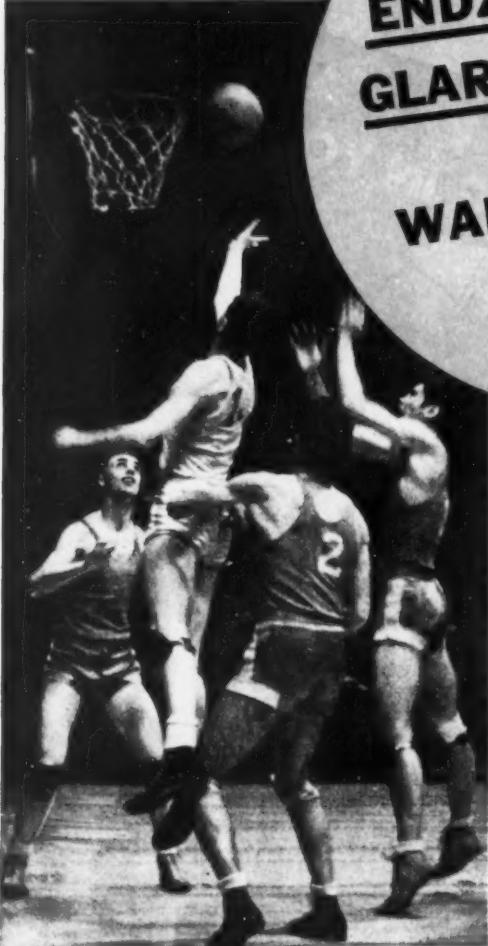
This is because Perchloron is concentrated, containing more than 70% available chlorine. It is a dry, white, free-flowing powder that dissolves readily in water. It keeps well and holds its strength. Packed 9 cans to the case, each can with handy replaceable cover.

Perchloron can save further by doing double duty, as many leading pools have learned. They use it also to make a disinfecting spray for locker rooms and washrooms, for which it is highly effective. Why not combat and control

athlete's foot in this economical way? Write today for free booklet. Pennsylvania Salt Manufacturing Company, Philadelphia, Pa. —New York • Chicago • St. Louis • Pittsburgh • Tacoma • Wyandotte.



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and
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THE finest of athletic uniforms are made from these two materials. They are TOUGH. Laboratory tests show they will stand up under almost any strain players can give them. They are COLORFUL. You may choose from a great variety of brilliant lustrous shades. The colors are FAST. These vat dyed colors will give your team the same eye catching appeal at the end of the season that it had at the start.

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FOR RAIN, WIND, SNOW

Adopted as standard by the United States Army for their wind-breaker jacket. Higher wind resistance durable Zelan water repellent finish. Guaranteed fast colors. Extra strength and durability.

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THE PHYSIOLOGY OF ATHLETICS

This is the second of a series of short articles by Laurence E. Morehouse. The author will welcome any questions and will endeavor to answer the outstanding inquiries in future articles. Address all correspondence to Mr. Morehouse at the State University of Iowa, College of Medicine, Iowa City, Iowa.

MAXIMUM performance in muscular work and athletics depends upon four major requirements: structure, condition, skills, and the environment in which the activity is performed.

A coach, to be successful, must meet all four requirements. He cannot expect to improve the structure of his athletes to any great extent, but may satisfy this requirement by selecting the men with the best structure to begin with. He can expect to make some improvement in the condition of the athletes by controlling the amount of exercise from day to day; by controlling their diet at the training table; and by teaching them health habits in regard to rest, attitudes and abstinence from stimulants and depressants. He can also anticipate a large improvement in performance as finer skills are learned.

After selecting his team and training them to a peak, the coach must furnish the proper environment in which they are to perform. The most important factor in the environment is temperature. Unless the events are held indoors this is difficult to control. The use of sweat suits and a layer of mineral oil are about the only measures against cold in outdoor activity.

Two facts are known concerning ideal temperatures. First, the most favorable temperature for muscular activity is about one degree (Fahrenheit) above the normal body temperature. And, second, strenuous muscle work increases the temperature of the body up to one degree Fahrenheit.

From experience we know that the most comfortable room temperature while we are clothed and resting is from 65 degrees to 68 degrees Fahrenheit, depending upon the individual. The athlete dressed for his sport, excepting football and hockey players, usually wears but a few light clothes and, therefore, is most comfortable in a room temperature of from 68 degrees to 70 degrees Fahrenheit. The air in the swimming pool must be warmer as the swimmers are usually nude or nearly so. A temperature of around 80 degrees Fahrenheit is comfortable.

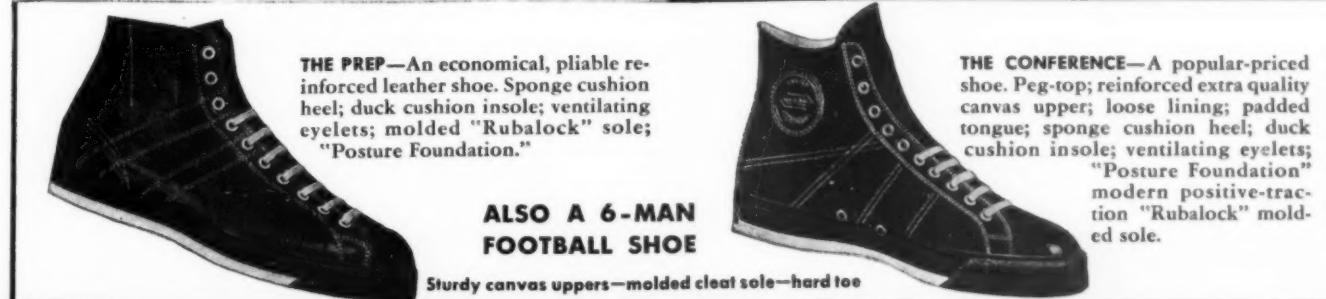
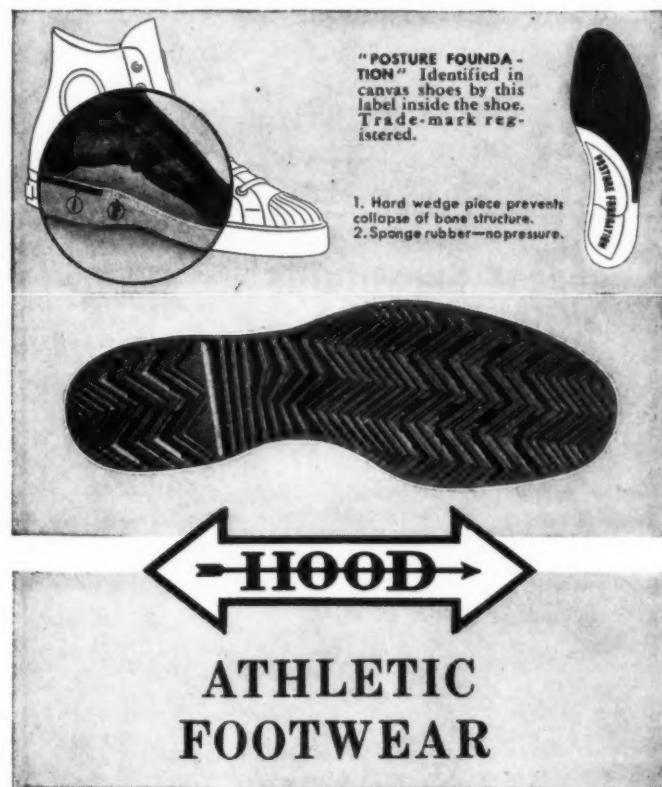
The water in the pool, being a better conductor of heat than the air, requires a slightly higher temperature—that of about 75 degrees to 77 degrees Fahrenheit. In these temperatures, following warm-up exercises and during participation in the sport, the athlete's body temperature is slightly raised to approximately the optimum temperature.

LAURENCE E. MOREHOUSE

THE WINNING COMBINATION!



"POSTURE FOUNDATION" AND NON-SKID "RUBALOCK" SOLE IN THE HOOD "HOOPSTER"



SAFEGUARD AGAINST FLAT FEET —AVOID LEG FATIGUE

"Posture Foundation" is the patented built-in feature that definitely safeguards against flat feet, because it keeps foot bones in normal position. It eliminates the nuisance of ankle wraps. Keeps your first team in the game longer by helping to prevent leg fatigue.

SURER FOOTWORK, FASTER PLAY

The non-skid "Rubalock" sole is built on the principle of the modern non-skid tires, with four levels of "staggered" tread. Positive grip for lightning pivots and sudden stops. This modern sole helps make champions!

North! South! East! West! You'll notice more coaches than ever are putting their teams in the Hood "Hoopers" this season! Coaches know the importance of "Posture Foundation"—the "Rubalock" sole—a smooth inside surface that prevents chafing and blistering—the Sponge Cushion Heel, and Duck Cushion Insole that absorb shock—the Ventilating Eyelets—and the special construction that assures *long economical wear*!

Good shoes help make *your* team a winning combination—give them the extra advantages of the Hood "Hoopster."

Ask your dealer for 1941 "Basketball Hints" booklet
HOOD RUBBER CO., INC., WATERTOWN, MASS.

Start the Last Quarter FRESH!

Fight Fatigue . . . put
KNOX GELATINE
on your training table!

● Every coach and trainer knows it takes endurance as well as skill to pile up winning points! That's why over 200 college teams are fighting fatigue by drinking KNOX GELATINE regularly.

Read the startling results reported by every one of these teams when Knox Gelatine is a "regular" on its training table:

1. While Knox cannot make a team win, coaches say it *does* help postpone fatigue, give added endurance that often piles up winning points.
2. Trainers report almost complete immunity to colds when squads received Knox Gelatine regularly.
3. Weight charts showed less weight loss by players during competition, and quicker recovery of lost fluids in individuals trained on Knox Gelatine.

**DID YOU RECEIVE YOUR
FREE WEIGHT CHART?**

If not, write Knox Gelatine, Dept. 81, Johnstown, New York. Also send for details on how Knox can help build stamina for YOUR team.

KNOX GELATINE



Don't Accept Substitutes!

Be sure to use plain, unflavored Knox Gelatine, and *only* Knox. Knox is the gelatine used by hundreds of college teams.

Knox, and *only* Knox, has been used in 23 group tests conducted among men and women in many kinds of jobs. (2 out of 3 who tried, and 9 out of 10 who completed the 28-day Knox routine reported tiredness was reduced!)

Knox Gelatine is *all* body-building protein. Unknown substitutes or ready-flavored gelatine dessert powders (which are $\frac{7}{8}$ sugar and only $\frac{1}{8}$ gelatine) won't do. Always specify Knox Gelatine—the food that fights fatigue.

**Here's the KNOX Gelatine Routine
for Athletes in Training**

1. 2 tablespoons twice a day for 10 days. Take before and after practice period. Or, if squad has 2 practices a day, such as football, take after each practice.
2. Then, 2 tablespoons once a day. Take after game or practice period, preferably after shower.
3. If an individual shows loss of weight, increase the feeding to 2 extra tablespoons a day.
4. The recommended way to take the gelatine is in $\frac{3}{4}$ glass of plain water (room temperature), or grapefruit juice and water may be mixed 50-50; pineapple juice may be substituted for grapefruit juice.

HOW TO MIX:

- A. Pour onto the liquid 2 level tablespoons of Knox Gelatine.
- B. Let liquid absorb the gelatine.
- C. Stir briskly and drink before it thickens.

**A FOOD
THAT
FIGHTS
FATIGUE!**



ALL Mondays are "blue" Mondays in college athletic departments when the team "has dropped a close one" or perhaps been "run up into the stands" by its last Saturday's opponent. It isn't considered ethical for the coach to issue a "we wuz robbed" statement. That is the job of the Director of Athletics with an occasional assist from the Dean if he happened to be at the game.

The latest complaint seems to be that the opposing, and also winning, coach directs his team by signals from the bench. It is alleged that one coach even held some sort of colored dingus in his hand and flashed the signal for the coming play . . . for instance, yellow for an end-run to go for 40 yards . . . red for a delayed buck to gain 12½ yards . . . and blue for a fumble with a recovery which goes for a touchdown. Simple isn't it?

We have never seen anything quite like this ourselves, though once we did see a quarterback look to his bench with that "what shall we do now, coach?" expression for so long that he crossed his feet up and fell on his face.

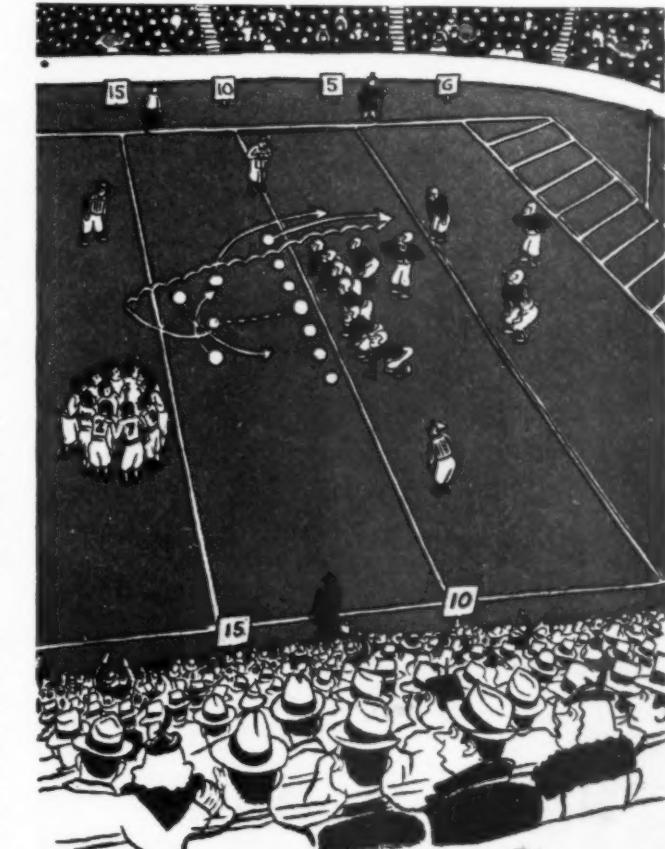
This set us to thinking and we decided what was needed was not an investigating committee but a real scientific method for the coach to commune with his players on the field.

In a flash we had it: Short Wave Radio. What could be simpler? Each player to be equipped with a receiving set and the coach with a transmitting set—to do all the talking as per usual. What possibilities! Not only can the coach give the coming play but he can correct the faults of his players right out there on the field . . . and during the game, too.

Suppose the opposing boys are wearing a path over his right guard's position? All he must do is to point out that his guard's stance is all wrong. "Bring up that rear foot one and one-half centimeters, you dope" and all is saved.

Suppose his tailback's passes aren't clicking? "Bring that ball up

behind your ear before you chuck it . . . behind your ear, you sap, and forget about your receivers being covered like a tent." And when the boys tighten up put on a record by



Robert Day in *Collier's*
"The new coach doesn't seem to think much of our team's memory."

Dinah Shore. If they seem dispirited give them No. 6 in the "Inspirational leaders" series. It's wonderful.

Being an honorable man as are all great inventors we must point out that there are a few flies in the ointment. There is the slight possibility that a tube might burn out in a tight spot leaving the team motherless . . . pardon us . . . leaderless. Then the

opposing coach might wise up and jam the ether with an electrical blitz-storm from his short wave diathermy machine, or some scoundrel might cut the power cable.

These are very slight possibilities, you understand. Of course, when your team loses and some sympathetic hometowner asks "What happened coach, did they steal our signals?" you can always alibi "No, but the so-and-so's stole our wave length!"

WE WOULD like to call your attention once more to the bill, H.R. 10606 of 1940, generally known as the National Preparedness Act for Health Education, Physical Education, and Recreation in Schools and Summer Camps.

Representative P. L. Schwert of New York, an old-time baseball player and coach, introduced this bill on October 3 in the House of Representatives, which referred it to the Committee on Education.

An early draft of the plan appeared in this department last month. Those of you who read it will recall that the aim of the plan is to extend and intensify school sports as a means of integrating them with the national preparedness program. Every phase of the health and physical education program is expected to be refurbished and ramified in an effort to increase the physical fitness of our youth.

It seems to us that not enough of our school men are following this thing up closely. The problem of national preparedness and the manner in which it may ultimately affect secondary school physical education should be a vital

concern of the profession. Being closest to the problem, they should be in on the ground floor. They should have a voice in the construction of any plan, and should be taking steps now to make certain the public school system will have complete charge of its part of the program. *Here Below* will keep abreast of the latest developments.



Fan Shaped

Here are a few of the many institutions which have installed this new official equipment:

HIGH SCHOOLS

Commercial High, New Haven, Conn.
 Dominican High, Detroit, Mich.
 Bluff High, Bluff, Ill.
 Sarcoxie High, Sarcoxie, Mo.
 Donora Sr. High, Donora, Pa.
 Community High, Clay Center, Kan.
 Thompsonville High, Thompsonville, Ill.
 Highlands High, Ft. Thomas, Ky.
 Mountain Grove High, Mountain Grove, Mo.
 Kincaid High, Kincaid, Ill.
 Milton Academy, Milton, Mass.
 Roosevelt Jr. High, Beloit, Wis.
 Everest High, Everest, Kan.
 LaSalle-Peru Twp. High, LaSalle, Ill.
 Newton High, Newton, Kans.
 Jersey Shore High, Jersey Shore, Pa.
 Gruber High, Gruber, Iowa.
 Langdon High, Langdon, Kan.
 Community High, Long Point, Ill.
 South St. Paul High, S. St. Paul, Minn.
 Nazareth Academy, Rochester, N. Y.
 Pratt High, Pratt, Kan.
 Community High, Rock Springs, Wyo.
 Diverton High, Diverton, Ill.
 Aberdeen High, Aberdeen, Idaho.
 Rural High, Denison, Kan.
 Morris High, Morris, N. Y.
 Iberia High, Iberia, Mo.
 Bloomington Sr. High, Bloomington, Ill.
 Wilby High, Waterbury, Conn.
 Steubenville High, Steubenville, O.
 Kingman High, Kingman, Kan.
 Hall Twp. High, Spring Valley, Ill.
 New High School, North English, Iowa.
 Fairmont High, Fairmont, N. Car.

You have a competitive advantage when you install these new banks NOW—order today!

COLLEGES

Oklahoma University, Norman, Okla.
 Carleton College, Northfield, Minn.
 Rensselaer Poly. Inst., Troy, N. Y.
 Fisk University, Nashville, Tenn.
 Hanover College, Hanover, Ind.
 Brigham Young University, Provo, Utah.
 College of Wm. & Mary, Norfolk, Va.
 University of Wyoming, Laramie, Wyo.
 New Mexico State I. S., Springer, N. Mex.
 Colorado State I. S., Ft. Collins, Colo.
 Wichita University, Wichita, Kan.
 Bates College, Lewiston, Me.
 Rhode Island State College, Kingston, R. I.
 Fenn College, Cleveland, Ohio.
 Oklahoma A & M, Stillwater, Okla.
 Colorado College, Colorado Springs, Colo.
 University of Maine, Orono, Me.
 University of Colorado, Boulder, Colo.
 Colby College, Waterville, Me.

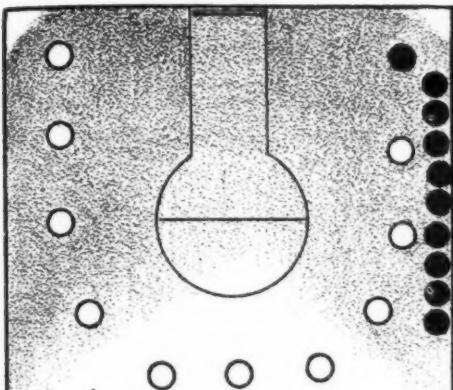
OTHER INSTITUTIONS

Reading Central Y.M.C.A., Reading, Pa.
 Home Stake Mining Co., Lead, S. Dak.
 U. S. Naval Tr. Station, Norfolk, Va.
 Central Grade School, Morrisville, N. Y.
 Fort Bragg, Fort Bragg, N. Car.
 Cramerton Mills, Inc., Cramerton, N. Car.
 St. Stanislaus Rectory, Baltimore, Md.
 Dieterich Gr. Schl., Dist. No. 29, Dieterich, Ill.
 Hutchinson Fdry. & Steel, Hutchinson, Kan.
 Dan Sitzer, Milton, N. Dak.
 E. & R. Officer, Edgewood, Arsenal, Md.
 Chas. Friend, Denver, Ind.
 Gibbon Public School No. 64, Gibbon, Minn.
 Washington Grade Sch., Bloomington, Ill.
 Grade School, Cornell, Wis.
 Visitation Parish, Kansas City, Mo.
 Nobe School Dist. No. 29, Nobe, Ill.

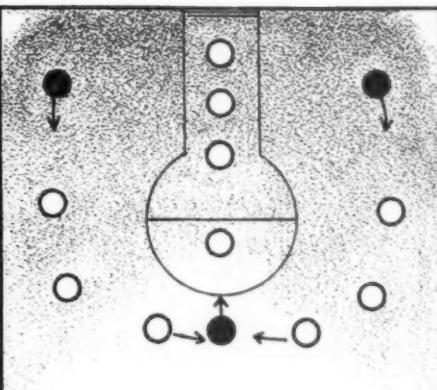
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72 Years Old
 THE J. E. PORTER
 CORPORATION OTTAWA ILLINOIS

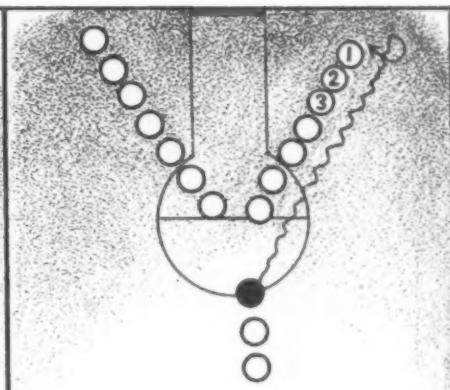
Manufacturers of the famous "Louden," "Chicago" and "Swimming Pool" lines of
 Gymnasium, Playground and "Jungle Gym" Climbing Structures.



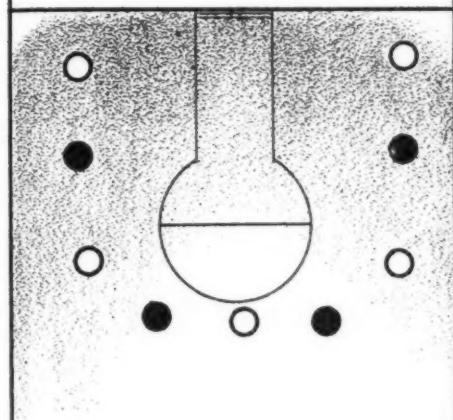
Half-Moon: Each boy (solid circles) has a ball. He shoots, follows up and then returns to the end of the line. After everybody has shot, the lead-off man begins the second round at the next spot. The drill may be speeded up by stationing one player under the basket. If a carom goes askew, he may recover and feed the cutter.



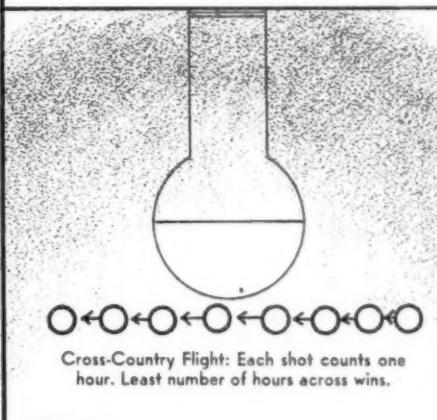
Short-Cut: Two players pair off and start shooting from opposite sides of the basket. As they sink a shot from one spot, they move on to the next. When they reach the solid circle in the center, they continue to the foul line and then in to the basket. The first one to convert the final shot successfully wins the match.



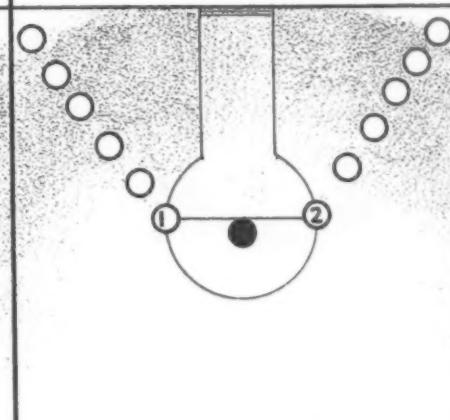
Twisters: This is an excellent drill to develop ambidextrousness in one-hand shooting. The first player dribbles to the right to the number 1 spot, fakes, pivots and shoots with his left hand. If he sinks it, he tries again from the second spot. After making every shot on that side, he moves over to his left and shoots with his right hand.



Drop-Back: The boy starts in the right-hand corner. Every time he makes a shot, he moves to the next spot. When he misses a shot from the solid-circled spots, he must move back one place. The first one to complete the round wins. Like the others this drill, or game, may be participated in by any number of players.

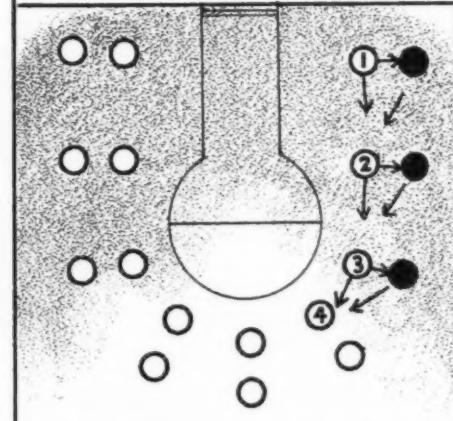


Cross-Country Flight: Each shot counts one hour. Least number of hours across wins.

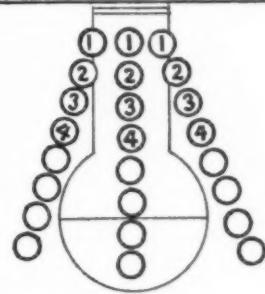


Hill Climb: The spots marked "1" and "2" are the starting points. Each time a player "hangs one up" he progresses to the next spot. If he misses a shot, he must sink a foul on his next turn before returning to the line of play. To make it harder, the starting points may be moved farther back in the frontcourt, perhaps even to the center line.

Shooting Drills

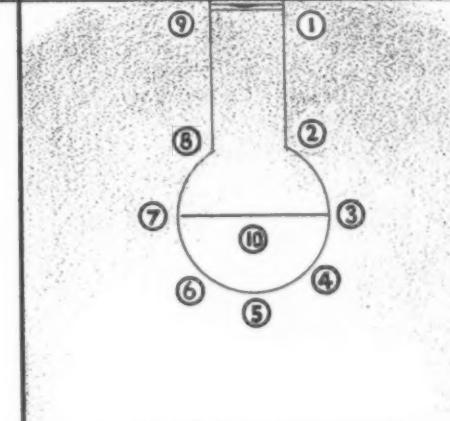


Detour: This is one of the most enjoyable of all drills. The player starts at the number 1 spot. If he makes the shot he advances to the next spot. If he misses he must detour to the adjacent solid-circled spot. He continues shooting from that position until he converts. He may then return to the next inside circle.



Up the Ladder: Players start from the 1 spots and progress as baskets are made.

By Virgil J. Noble
South School, Saginaw, Mich.



Around the Keyhole: The player starts at the number 1 spot and keeps moving around the free-throw lane as he sinks each shot. The final toss is a free throw. In all these drills the spots at first are chalked on the floor. As the boys learn the pattern, the chalkmarks are gradually eliminated. A record chart is kept for the season.

DEFENSIVE REBOUNDING UPS AND DOWNS

By Robert G. Dell

Robert G. Dell, basketball coach at Bronson, Fla., High School, spent the past six seasons at Melrose where his teams compiled an exceptionally good defensive record. Over this period, covering 129 games, Melrose opponents averaged 16.2 points per game. Only four opponents were able to run their scores into the 30s. Dell attributes most of his defensive success to the ability of his boys to play the rebounds. He outlines the technique of the fundamental just as he teaches it.

PPOSSESSION is nine points of a winning game in basketball. If a team can secure and maintain possession of the ball, the scores will take care of themselves. But first, of course, the boys must get the ball.

Possession will be frequently obtained through natural means; after successful tries by opponents, for example. But according to statistics, the best way to get the ball is to dig it off the defensive backboard.* Since few teams average more than 25 percent of their shots, three out of four tries at the basket end up as free balls.

The defensive team is in the best position to capture these rebounds. Unless they are playing zone, the guards are practically always between their man and the basket, and a step or two closer to the backboard. By edging out the attackers, the guards should be able to seize most of the rebounds.

Physical qualifications

If this were all there were to defensive rebounding, it would really be the simple task many men believe it to be. But there really is a knack to it. Before going into the mechanics of the art, however, the



DARK JERSEY under the basket is all set for the rebound. He screens out his man by turning his back to him, and watches the ball intently all the way.

The ideal spot from which to time the leap is a position eight or nine feet from the basket



READY POSITION: No. 19 (in white jersey) is perfectly poised for the rebound. His legs are well spread, his knees bent and his head up. The dark-clad opponent is completely shut out. He cannot move forward without bumping into his man.

writer would like to outline briefly the physical qualifications of a good rebounder.

Physique is important. The rebounder must be big and rugged. A player of less proportions is too easily jockeyed out of position. Theoretically, basketball is a non-contact game, but strange things can happen under the basket. A rugged solidity on the part of the player protects whatever advantage he may gain on the jump.

If the man has natural spring to go along with height and ruggedness, so much the better. He will be twice as effective under the board. Stamina is another basic requisite. Rebounding involves a considerable amount of jumping, which is grueling work at its best. Only a well-conditioned athlete can turn in a satisfactory job against top-flight opposition.

Besides these purely physical requisites, the rebounder must be endowed with plenty of determination and aggressiveness. These qualities are just as important as the physical and technical phases of rebounding. The going is frequently very bumpy when three or four men go up in

*Lapp, Allen and Elbel's study at the University of Kansas proves that there are more than three rebounds to every error in ball-handling. (See January, 1940, *Scholastic Coach*, p. 44.) It seems more logical, then, to depend upon successful rebounding to gain possession than to wait for an opponent to drop a pass or to throw one wild.

the air together, and the player who shrinks from physical contact will never come down with his share of the rebounds.

The majority of shots which do not find the hoop strike the rim and rebound into the air. The player delegated to rebound duty must follow in and recover the ball. He should turn with the shot and concentrate on the flight, at the same time shutting off his opponent from a direct approach to the basket.

As he moves in, he should attempt to judge the probable nature of the rebound. As a rule, the longer the shot the farther will be the rebound. The guard should never go in too



ALLEZ OOP! Up go a pair of Brobdingnagian rebound recoverers. Timing is perfect. One man gets the ball and the other is up there for insurance.

fast or too far, or the ball may rebound over his head. If possible, he should keep away from any position close to the endline or directly under the basket. The choice spot from which to effect the recovery is eight or nine feet from the basket. He should hold his ground until the ball strikes and then move quickly to recover it.

Prior to the actual jump, the player's knees should be bent and his legs far apart. This permits him to get up high or to dart quickly in any direction for the ball. He must watch the ball intently and hold his position until he is certain of the ball's direction.

After judging the height, direction and velocity of the rebound, the player is ready to go up after it. He leaps high into the air, extending his hands and arms fully and reaching for the ball. The complete extension of the arms is very important. Many players execute a good jump and then nullify it by catching the ball about chest-high with arms bent. Against worthy opposition, this extra inch or two in height may spell the difference between success and failure.

The jump must be perfectly timed. The player should meet the ball at the highest point of his jump. Many rebounders suffer from over-anxiousness and leap too soon. As a result, they reach for the ball as they are descending. A great deal of practice under varied conditions is about the only way to develop good timing.

On the way up, if the rebounder is crowded by an opponent, he may swing his body between the opponent and the ball. However, he should be careful not to foul by throwing his hip into the man.

The descent

Having secured possession, the player alights. He lands with feet well spread, knees bent and his body between the opponent and the ball. By keeping his feet apart and hips low, he is ready for any accidental body contact which might ensue. The ball is held close to the body with the elbows extended to the sides, discouraging any opponent from attempting to steal it.

The rebounder may then bring the ball down to the floor and execute a quick pivot (usually toward the nearer sideline) in order to dribble and pass out to a teammate. The player should take every precaution to avoid being knocked off-balance, losing the ball or getting tied up in a jam under the basket.

(Concluded on page 40)



A GOOD LEAP, of course, is the most essential part of rebound play. In this picture the rebound recoverer meets the ball at the highest point of his jump. His arms are fully outstretched and his body is turning to shut out his opponents.



FORCE OUT: The black-sneakered player who is only partly visible in this picture is keeping a taller man out of the play by cutting off the easy road to the basket. He blocks the path by spreading his legs and turning his back to the man.



JOCKEYING for position on the right side of the basket is a man from each team. The dark-suited man is trying to force out his opponent by stepping in front of him.



SLICK IS THE WORD that best describes the Notre Dame offense. Like fencers the Irish jockey for an opening and then when they see it, thrust home sharply and cleanly. The ball is handled deftly and rapidly. The players move and, what is more important, always know where they're going. A quick pass, a sudden cut and presto! someone is in for a layup.

Some of the highlights of the Notre Dame attack are revealed in the accompanying pictures, which show the Irish in action against New York University (Madison Square Garden, 1938-39, 1939-40).

As a rule Notre Dame attacks first with a fast break. When this fails, the Irish go into their regular three-out two-in formation. The picture at the upper left shows the three outside men working the ball around in the backcourt. At the opportune time one of the in-men will drop into a pivot-post position in or close to the free-throw lane and the Irish will strike for the basket.

The pivotman may be seen in the lower left-hand picture. He has just passed off to a cutter, who apparently has broken away from his man so cleanly that the N.Y.U. man guarding the pivot is switching over to prevent him from dribbling in to the basket.

From the position of the Notre Dame man's body in the picture at the upper right, it appears that he has just pivoted around and is trying to get in with a dribble. He is being excellently guarded. The N.Y.U. opponent has stepped diagonally forward with his right foot, forcing the dribbler to swing out wide. In another moment, his upraised arm will come down and start pecking away at the ball. About the only way the dribbler has of squeezing through is to switch dribbling hands and bull his way to the inside.

The picture directly above offers a splendid study of the mechanics of the running one-hand shot. It is quite possible that the shooter is getting the ball away after a pivot and bounce to the outside. The shot is beautifully executed. The man is well off the floor, the ball is being released at the peak point of the jump and the body is turned squarely toward the basket.

The entire maneuver must have been executed perfectly from start to finish. The position of the guard offers proof of this. He has been caught so flatfooted that he is not even making a stab at the shooter. Instead, he wisely sets himself in the best possible position to go up for a rebound.

FURTHER OPPORTUNITY to study the Notre Dame offense under fire is offered in these graphic single action photographs. The picture at the upper left gives proof to the maxim that the action follows the ball. In the relatively small sphere of action centering around the pivotman, every player is visible; and the cynosure of all eyes is the ball!

By some clever strategem the ball-handler has sucked in teammate No. 6's guard, leaving No. 6 free as air on the other end of the 15-foot mark. A fake shot probably did the trick. Seeing that the pivot's guard was too far away to harass the shooter, No. 6's guard left his man and went up into the air to deflect the shot. The ball-handler then stopped, pivoted and smartly passed off to the free man.

At the right a Notre Dame player is getting set for a shot with admirable poise and form. He has just taken a pass from the pivotman, who can be seen turning toward the basket to follow up the shot. The shooter's form is well-nigh perfect: legs slightly apart, knees bent, body balanced beautifully over the toes, ball about chest high, forearms almost parallel with the floor, back straight, head up, and eyes trained on the front rim of the basket.

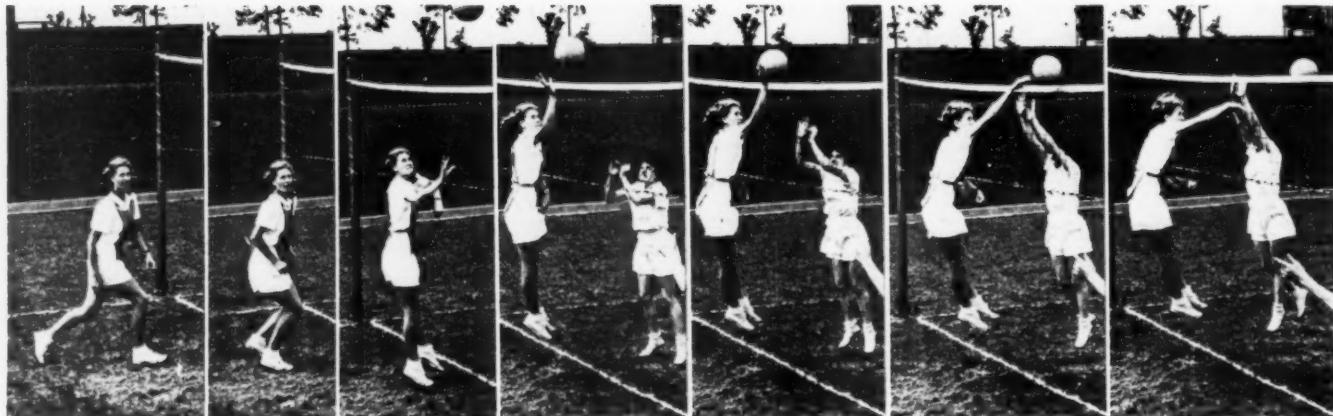
Two defensive errors are apparent. First, the shooter's guard has given him too much room; and, second, the man guarding the pivot has permitted the latter to get around him. Instead of jockeying for good defensive position in the event the shot misses fire, the guard is foolishly watching the shooter.

The picture at the lower left shows the pack strung out behind a Notre Dame player driving in on the left side of the basket for a layup. An ambidextrous fellow, he is about to bank the ball off the backboard with his left hand. He has a half-step advantage over his guard, enough to assure him of an unobstructed layup.

Another shot from close in is shown in the last picture. Here the defensive man has been completely fooled. The shooter has driven in hard from the right, pivoted and laid up the ball without a restraining hand to bother him.

For the sake of the records, the pictures in which N.Y.U. appears in dark trunks were taken during the 1938-39 game, won by the Irish, 34-30. The pictures with N.Y.U. in white trunks were taken last season, when the New York team upset the Irish, 52-43.





SKILLS FOR YOUR VOLLEYBALL TEAM

By Josephine Burke

Miss Josephine Burke, of the department of physical education at Hunter College of the City of New York, and a member of the national Sub-Committee on Volleyball for girls and women, concludes a series of two articles with suggestions on team play. Last month she covered the individualistic skills, such as serving and handling the ball.

VOLLEYBALL is classified as a team sport. There are a definite number of players on each team, a specific position is assigned to each player and an official code of rules regulates the playing.

In a team sport there is a distribution of responsibility which necessitates the cooperation of everyone on the court to effect a smooth attack and defense. This is a unique contribution of a team sport to the character development of the players. In the individual sports, the player is strictly on her own. She is responsible only to herself for the success and enjoyment of the game.

Thus teamwork, which is a combination of well-planned passes and quick thinking, is the keynote to success in volleyball. It should always be the chief distinguishing quality of a team.

Each player must learn to pass

SPIKING in the true volleyball sense of the word does not play a very important role in the girls' game. Girls are not equipped by nature with the height, spring and dynamic requisites of this tactic. In its place they use a more delicate, controlled placement. As shown above, the ball is set up the same as for a spike. The player times her jump to meet the ball at its highest point. Instead of slugging down at it, however, she establishes contact with the fleshy parts of her fingertips and, with a deft flick of the wrist, sends the ball to an uncovered spot in the defense.

or set up the ball for someone else on the team. She must be able to back up a teammate or to cover the area of a player who has been drawn out of position. The Golden Rule of life is also applicable on the court: Help your teammates and they will do the same for you.

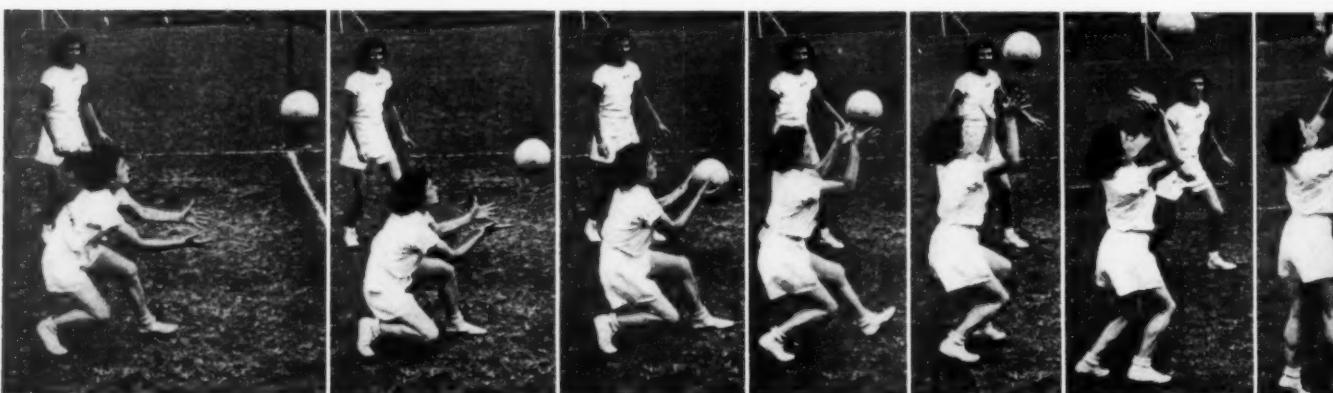
One of the most important fundamental techniques in developing teamwork is taking the speed out of the ball in order to have better control of it. When the ball is under control, the player can easily redirect it and set it up for another player to handle. However, in taking the speed out of the ball, it is necessary to keep both eyes on the ball, to keep the arms and body relaxed and to get directly behind

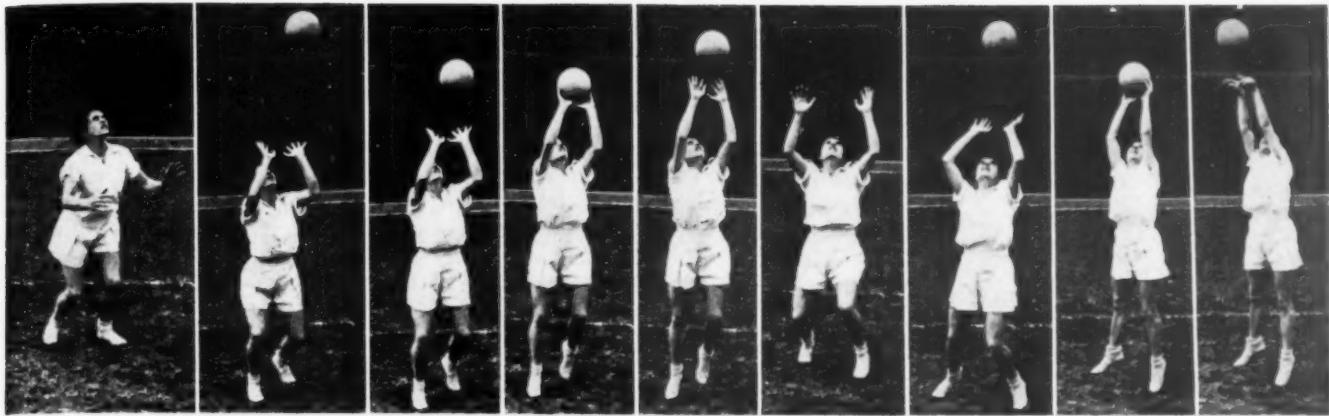
and underneath the oncoming ball.

If the player is coached to keep her fingers relaxed and to give as contact is made, the ball will be easily deflected in an upward direction. On the second tap, the ball can be redirected to another player who is in a better position to complete the play.

The forward line should be particularly alert on balls that are driven into the net. These balls can and should be played. They may often be taken out of the net and set up for another member of the forward line to smash. In making this sort of save, the player must get low and well under the ball. Unfortunately, many teams are not trained to meet this situation and thus lose points unnecessarily. All players should learn to follow up the plays of their teammates and to assist in sending the ball over the net.

In practicing this technique, the team may be divided into three squads. Each squad stands in a single line facing the net. The leader of the second line throws the ball into the net; number one follows up the ball, digs it out of the net and sets it up for number three who smashes it.





As soon as the play is completed, each player goes to the end of another line. In this way everyone gets an opportunity to practice both techniques, getting the ball out of the net and killing it.

One play that always scores consists of a pass, a set-up and a spike. It involves three players. This technique is highly developed in the boys' game but few girls' teams play with as much science. Regardless of where the ball is sent on the court, it can always be played in this fashion.

If the ball is received by the back line, it is usually passed to a person on the center or forward line, who in turn sets it up for someone else on the forward line to smash. In setting up the ball for the forward player, care should be taken to make sure the ball is high above the net and in front of the player who is preparing to jump and spike it. This is basic passwork and should be used throughout the game. The effectiveness of the play depends upon the placement of the ball on the smash.

A block is another tactic which a forward can effectively use on defense. As the ball comes over the net, the forward leaps up and tries to intercept the ball with her uplifted arms. This is a particularly difficult trick as the forward has to time the movements of the opponent. Naturally it requires a great deal of practice to perfect.

TAKING THE SPEED out of the ball is the first step to accurate, controlled passing. As shown above, the technique is simple. The player trains her eyes on the ball and at the same time maneuvers to get behind and below it. Her hands come up with the elbows bent so that her fingers form a concavity. The thumbs are in and the fingers well spread. As the ball lands in the hollow prepared for it, the fingers give a little and the ball is boosted directly overhead. This takes all the zip out of it. On the second tap, the ball may be passed off to a more strategically located teammate.

When the players have developed skill in handling the ball, all efforts should be bent to the perfection of team play. The girls should be able to anticipate the moves of their teammates and to get into advantageous positions to receive and play the ball. The only way to obtain these results is through practice and more practice.

An important point to stress in coaching the team is that each player has a specific duty to perform depending on her position on the court. The girls in the front line not only act as the first line of defense but they play the most important role in scoring.

They are in a position to spike

balls or to deflect the ball to an uncovered area. Scoring, however, is not limited to the forward line. Often a player in the back row may send the ball over with such speed that the defense is unable to cope with it.

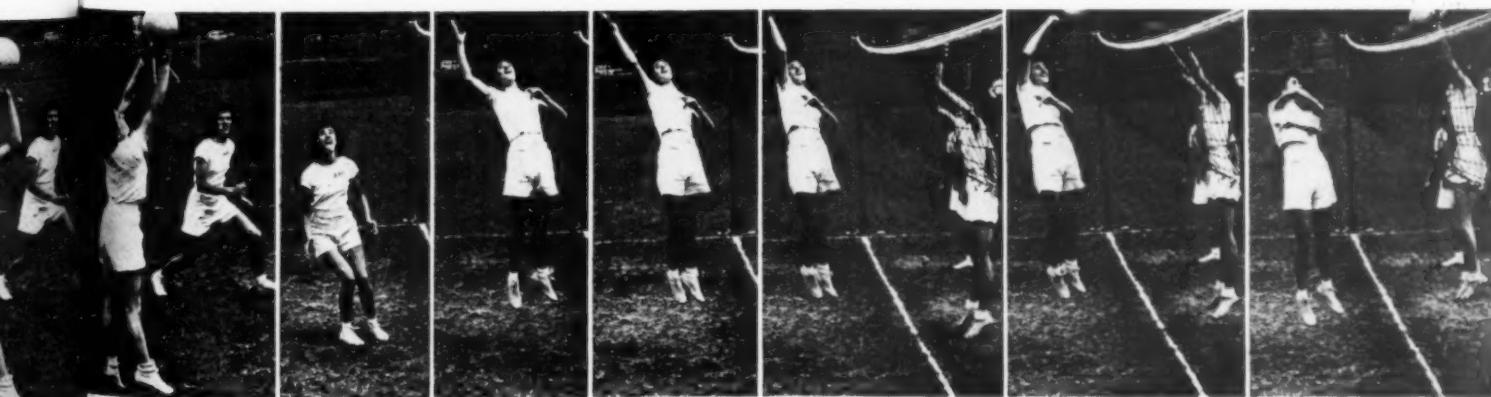
The back line does the feeding or passing of the ball. They have to be able to take the speed out of the ball, and handle low fast balls and swift balls at chest level.

The middle line is the go between. They have to handle high and low balls with ease and are responsible for setting up the ball. If they are poor at boosting it up, the forward line will have trouble scoring.

In the rotation game every player gets an opportunity to play all three types of positions. For this reason the girls must be coached in all the fundamentals.

In the non-rotation game the players may specialize in either the offensive or the defensive techniques. This type of game is desirable after all the players have had sufficient drill in the fundamental techniques or when certain players, because of physique, are better suited for a specialized task.

ATTACK AND DEFENSE: The individual skills illustrated above are coordinated here by two members of the forward line and coped with by an alert defenseman. The center forward in the first few pictures nicely retrieves a low ball, takes out the steam and redirects it to the left forward. The setup is not quite perfect but the left forward makes the most of it. She times the ball well and tries to slam it deep into the opposing court. The move is parried beautifully by her opponent. The latter goes up with the attacker, thrusting her hands and arms into the air at the same time. She contacts the ball almost simultaneously with the hit.



From Coaching School Notebooks

George Keogan

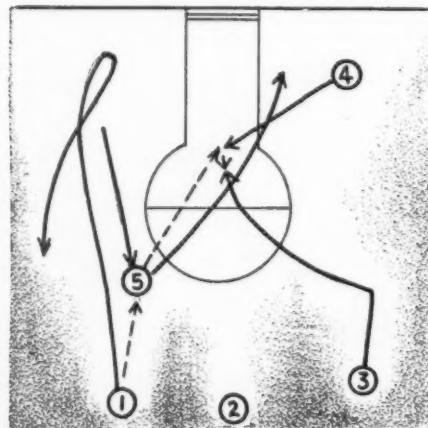
Reported by Henry Whalen
New York, N. Y.

WHILE the deification of Notre Dame football has tended to dim the luster of Notre Dame basketball, the Irish year in and year out continue to play a brand of basketball of surpassing excellence. The precision and finesse of the Irish has won the respect and admiration of the experts everywhere the team has played.

At the Eastern Basketball Clinic, Coach George Keogan divested his system of its coat of mystery and explained just what makes it tick.

He believes that the construction of an offense is relatively simple. There are as many theories of offensive play as there are coaches. Each coach has his own way of teaching offense, but all must adhere to these principles:

Timing. The timing and sequence

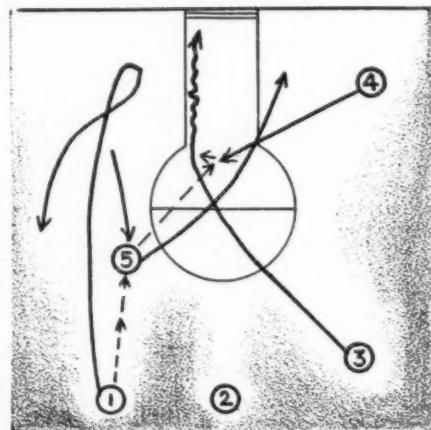


of movement is always the most difficult part of the offense to teach, due to the fact that each player has an individual problem in breaking away from his opponent. He must free himself and break at the proper moment. The passer, in turn, must get the ball to him at that precise instant.

You can't play basketball with the same kind of mechanical movement you find in football. An eleven can synchronize its movements, charging or running at the same time. A basketball team can't. The boys must depend upon individual movements—jerky stops and turns—to get the desired results.

While concentrating on his guard and looking for chinks in his armor, the player must also watch the actions of the passer. The cleverest escape in the book will go for naught if the passer is not in position to feed the ball.

Fundamentals. The players must execute the fundamentals the way you want them to, not the way they would like to execute them. The drills must approximate game conditions so that the things learned can be used to advantage in games. Avoid wasting time on fundamentals you will never use.



Notre Dame Plays

ABOVE: 1 passes to 5, cuts down the outside and returns. 5 fakes to 1, whips the ball to 4 and follows. 4 fakes to 5 and passes to 3. LEFT: The play starts out exactly as before with 1 passing to 5 and 5 whipping the ball to 4. 3 delays his start, brings his man down the sideline and drives over to the pivot for a screened shot.

RIGHT: 1 passes to 5 and screens X5 while 5 is passing off to 3 in the bucket. 3 fakes to 5 coming around and passes to 4, who after coming up the floor, cuts hard down the middle.

BELOW: 1 passes to 5 who dribbles fast to center, stops and passes to 3 cutting across. As a variation 5 may fake to 3 and continue to corner to set up the play for 4.

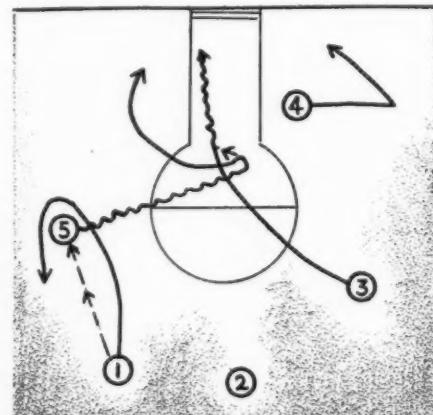
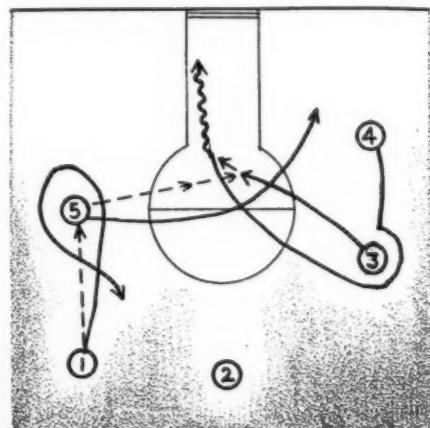
constructed and so organized that it will be able to cope with any defense. In short it must be flexible.

Sometimes a coach will spend a great deal of time preparing something special for a certain opponent, only to discover when the game is in progress that the opponent has changed his defensive tactics. A team that is schooled to meet any defense is always a threat and hard to beat.

Movement in Play. When all the players are weaving around, passing and cutting in and out of the defense, the guards are given no time to rest. They cannot be too aggressive as they have their hands full keeping up with their men.

The team that stands flat-footed and prefers to pass deliberately with an occasional break is easy to guard and unexciting to watch.

Coordination. All phases of the attack must be well coordinated. A team should be able to fall into any



Safety Rules. Every offense must be so organized that any mistake will be covered by a player directly in position to stop the opponent's rush. This is necessary to protect your team from having easy baskets scored against them.

Elasticity. Your offense must be so

type of defensive pattern and know exactly what it is doing. They should also be able to swing out of that particular pattern and into something else if the occasion warrants a switch. There are some continuity offenses but these generally follow a grooved pattern. This is not as effective as a complete change in offensive style.

Mechanical. There are teams which are absolutely mechanical. Every move by the boys is planned by the coach himself. The player never thinks for himself. While this type of offense may be successful against some teams and some defenses, it fails when it runs up against a team clever enough to work out a defense against it. The boys are helpless because they know nothing else.

Any good offense will allow the player opportunities to think for (Continued on page 26)

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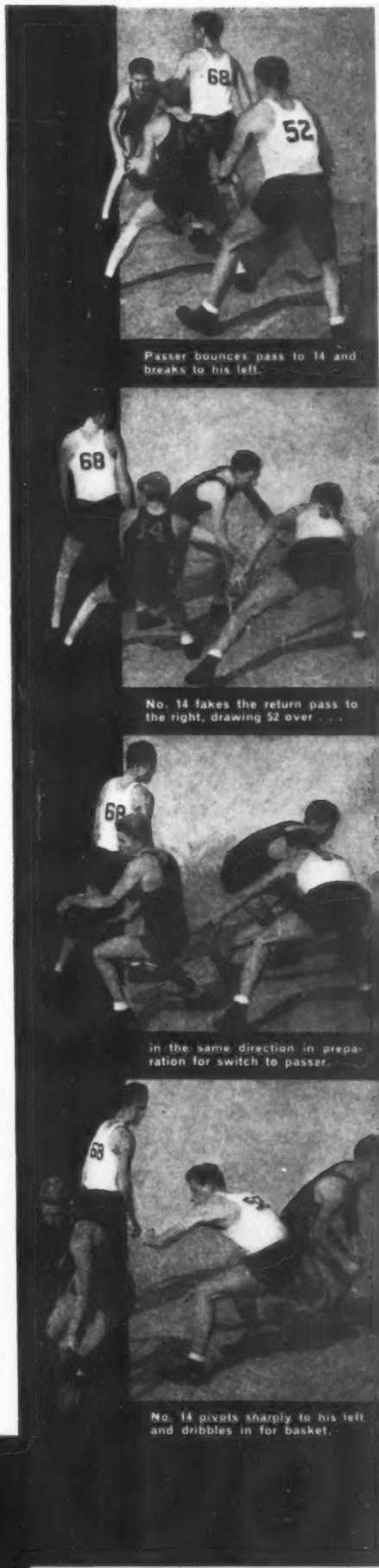
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SEAL AND FINISH FOR GYMNASIUM FLOORS



A HIGH SCHOOL GOLF PROGRAM

IN RECENT years the sports programs of our schools and colleges have been gravitating toward the recreational type of activity. School men everywhere are becoming increasingly conscious of the need for carry-over activities, and are ramifying their programs with such games as golf, tennis and badminton.

Scholastic Coach and Scholastic have long been aware of the interest existing in these recreational sports, and realized that this interest needed stimulation and encouragement through a practical plan or program. Out of this conviction, eight years ago, came the first annual Scholastic tennis tournaments, a network of intramural tourneys that has given impetus to the sport throughout the country.

Another stride was taken last year with the inauguration of the first annual National Scholastic Intramural Golf Tournaments. An elaborate program was worked out for the promotion of the sport. The first part was designed for the purpose of including golf in the winter gymnasium program as a class project; the second to encourage students to enter competitive school championships in the spring.

These objectives were fostered in Scholastic Coach by a series of articles on how to teach golf and in Scholastic by a series on how to play golf. Each article was comprehensive, easy-to-follow and illustrated lavishly with special photographs.

The program was well received. A total of 508 schools participated

in the tournaments, of which there were 879, including girls' tournaments. The total number of competitors was 25,491!

That the program was instrumental in expanding the scope of the sport was proven in a survey of 80 high schools which competed in the 1940 tournaments. In 30 of these schools, golf was a regular part of the gym program at the time the tournaments were being run. In the

Other pertinent statistics gleaned from the survey follow:

A. Number of golf courses in communities conducting high school tournaments:

1 course	41 communities
2 courses	15 communities
3 courses	9 communities
4 courses	3 communities
5 courses	2 communities
6 courses	4 communities
7 courses	3 communities
8 courses	1 community
35 courses	1 community
No course	1 community

B. Number of courses available to high school students:

1 course	46 schools
2 courses	16 schools
3 courses	8 schools
4 courses	1 school
5 courses	4 schools
6 courses	2 schools
7 courses	1 school
35 courses	1 school

C. Courses available under special conditions: 39 were free to students, under supervision, on certain days and during certain hours; 28 were offered at special reduced rates to students learning the game and competing in tournaments; 10 were

available to membership or caddies.

The indoor program and the outdoor championship tournaments will be continued this year. A new series of articles by a prominent coach will appear in the forthcoming issues of Scholastic Coach and Scholastic. They will deal with both the teaching and the playing of the game.

As last year a medal, suitably engraved, will be presented to the winners of the boy and girl tournament in each school. Free drawcharts will be furnished to every school holding a tournament.

Indoor Practice

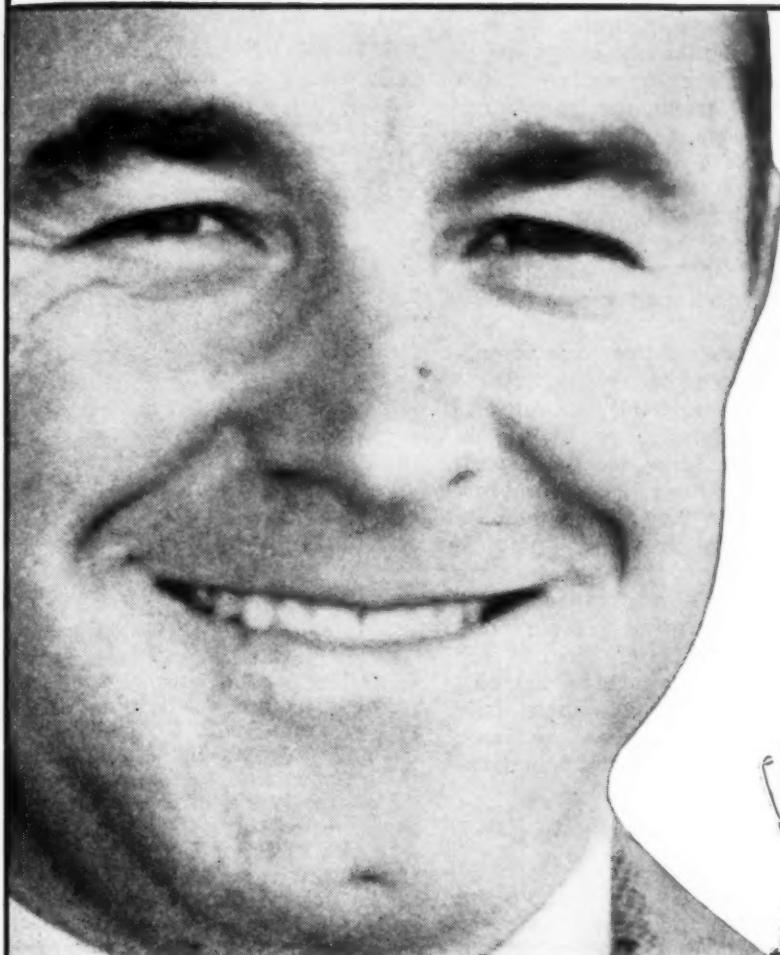
By Harry Bolle

THE problem of keeping the golfers in action during the cold-weather months is being solved these days in divers ways, thanks to the development of new practice formulas and the perfection of ingenious practice devices.

At Highland Park, for example, an indoor net enables us to carry out an excellent practice program. Under the circumstances we cannot develop finished players, but we can and do accomplish a great deal in the way of groundwork.

It certainly is easier to teach a boy to keep his eye on the ball when driving into a net, than it is on the others, it was not. Yet, after the tournaments, 21 of the 50 schools in which golf was not a part of the gym program signified their intention of adding the activity.

"IF I WERE YOU," replies Gene Sarazen,



"I'd choose Wilson Clubs. Even the inexpensive models are correctly designed to give the right feel."



WILSON GOLF CLUBS ARE AN AID TO GROUP TEACHING

"Gene" Sarazen, one of the all-time "greats" in professional golf, is also a successful teacher of "group" golf. Sarazen says:—

"Group work in golf offers young players a wonderful opportunity to develop correct fundamentals. However, having the right clubs is of utmost importance.

"It is my experience that Wilson Golf Clubs are

designed and built with better *balance* and *feel*. Where clubs cannot be exactly fitted to each individual, as in a school class, this inherent balance in Wilson Clubs makes correct rhythm and timing much easier to grasp."

Wilson Golf Equipment has been the choice of many school and college golf coaches, and this number is increasing each season. We suggest that you see our representative for facts and a demonstration before you make *any* commitments. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

Gene Sarazen is retained on Wilson's Advisory Staff.

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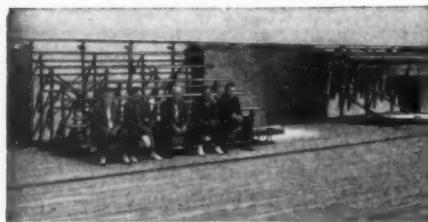
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golf course where there are so many things to distract his attention. Coaches can give valuable instruction on stance and swing, as well as on body and wrist movements. The actual mechanics of the stroke is the important thing here, not the hitting of the bull's-eye, which can wait for outdoor practice.

The net should not be placed in a room where close walls and low ceilings may cramp the free swinging of the club. Conditions such as these create a mental hazard for many players. There must be enough space for the boy to swing naturally without fear of hitting the wall, the ceiling or some other obstruction. Light and ventilation are, of course, essential.

Many players, after experimenting with indoor practice, criticize it because they expected too much to begin with. Some boys, upon getting out on the links, are disappointed to find that their game hasn't improved much. They do not stop to think that they themselves may be to blame. Many of them tear into the ball with the wrong attitude. Instead of concentrating on form while working indoors, they try to see how hard they can drive the ball into the canvas. They go about their practice with somewhat the same attitude as the average outdoor driving range fiend.

Proper setup

It is quite possible that the setup itself is at fault. Most boys wear tennis shoes. They place a ball on a door mat and take a swing. The mat raises the ball an extra inch or more. The low-heeled shoes bring the player another half inch below the level of the ball. In this unnatural position how can he be taught the proper weight distribution and the other necessary mechanics?

A platform should be built high enough to enable the boy to stand on the same level as the ball. It should also be large and sturdy to allow the boy perfect comfort as he swings. A tee may be manufactured by cutting off a valve stem from a tire tube and cementing it to a flat piece of rubber below the door mat. The tube projects through the mat. The same effect may be obtained with a section of rubber hose.

If the net is torn, it should be repaired immediately to prevent accidents. The instructor should also be continually on the alert to prevent students from being struck by a club. Many an absent-minded boy will walk into the path of a swinging club if there is no one there to watch him. At the same time the

class should be warned against swinging the clubs promiscuously.

Our driving net is used regularly in the sports classes. Further opportunity to practice is offered during after-school hours.

Typical programs

AT ST. JOSEPH, Mich., High School the program begins in mid-March with indoor practice in the gymnasium. The equipment consists of manila mats and cotton practice balls. This serves to limber the boys up and develop the muscles used in playing. Attention is also given to the fundamentals, such as the grip, swing and stance.

As soon as the weather permits, reports Glenn Clark, director of athletics, the boys go out to the nearby Berrien Hills course, the accommodations of which have been extended to the school free of charge. Practice is held every weekday evening under the direction of the pro.

Although St. Joseph has a golf coach who is a member of the school faculty, the actual training and instruction is done by the pro. Clark believes that close cooperation between the golf professional of the local club and the high school is essential for the fullest development of golf as an interscholastic sport.

The girls are not left out of the golf program. While St. Joseph's does not have interscholastic golf for girls, it does have a physical education class which receives instruction from the pro.

In the El Paso, Tex., high schools, reports public school athletic director L. W. McConachie, golf is one of the individual sports offered during the second semester, which runs from February to May. It is conducted during the regular gym period of the school day under the regular gym teacher. Approximately 80 girls and 55 boys usually take the course.

The football field is used as a driving practice range, as well as a place for instruction on technique. A golf club composed of interested students meets once a week at their high school. On Saturdays they appear on the municipal golf course and try to put into practice the things they learned on the school athletic field.

The more advanced students participate in matches. Late in April a round-robin tournament is run to determine the girl and boy champion in each school. The school furnishes only practice clubs and balls.

Practice devices

ARTHUR LUSTIG, of Weequahic High School in Newark, N. J., reports that the idea of indoor golf during the winter months is unquestionably sound. The only drawback at Weequahic has been in setting up economically a practice device which would be safe and which would approximate game conditions.

Many years ago Lustig hit upon the



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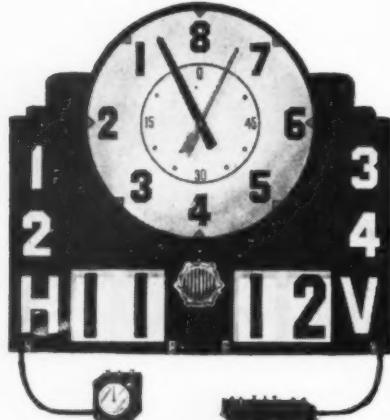
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idea of using a sponge rubber ball for indoor practice. The idea was tried out and proved successful. The ball, which is still in use, closely resembles a regulation golf ball and is quite an improvement over the cotton mesh affair frequently used in backyards and parlors.

It costs about three cents and can ordinarily be hit thousands of times without cutting or softening up. The ordinary door or cocoa mat serves as the surface from which the ball is hit.

These balls are absolutely safe for indoor use. Even if they strike someone after rebounding from a wall, no damage results. A number of physical education teachers in the city are now using the ball to improve their own games.

The ball is also used in the local adult education school, which is conducted by a professional. He holds classes on Tuesday evenings in the gym both for beginners and advanced pupils.

C. G. Yarn, owner of the Woodside Golf Course in Des Moines, Iowa, has been getting excellent results with the combination practice driving and pitching range shown in the accompanying illustration.

All the clubs may be used on any tee. There is a chart at every third tee giving the exact distances and another chart which gives all the par three holes on the district courses and their exact yardage.

The Putt-Master, a living room golf course, packs nine different holes into a space three by seven inches and folds away easily when not in use to

bridge table size. Interchangeable hazards and deep napped hair felt furnish a surface for putting and chipping.

A ramp-like folding understructure returns both holed and unholed balls to the player's feet.

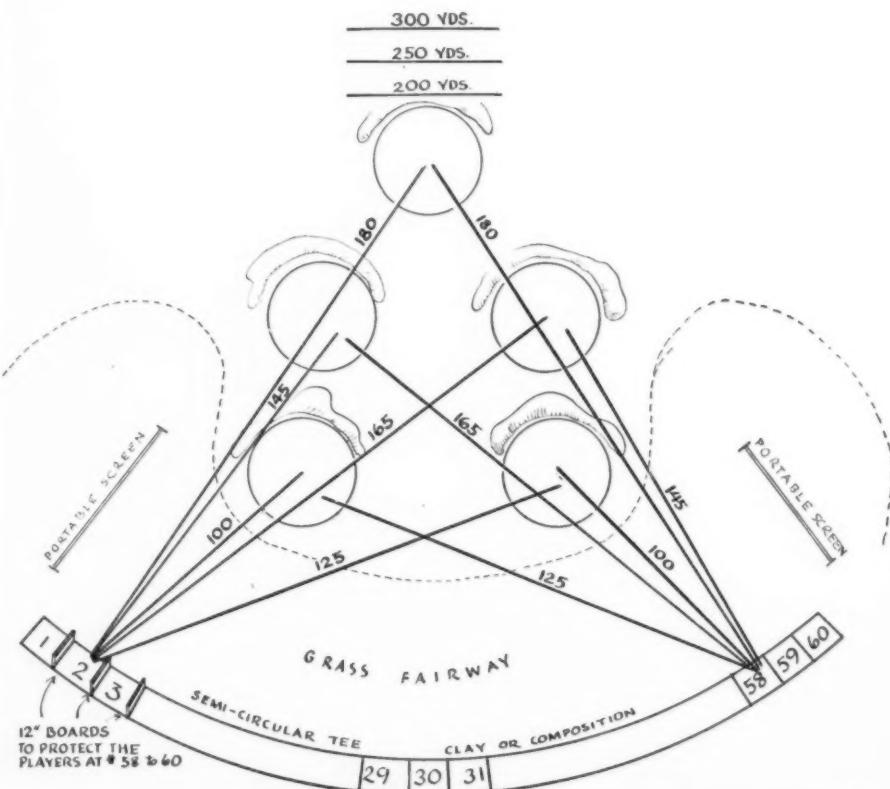
The Masterpiece is an ingenious golf practice device which consists of a heavy rubber mat, on one end of which a rubber ball is teed. A rubber cord lying in a groove underneath the mat fastens the ball to the other end of the mat. A target is supplied, which gives the direction and the approximate distance of the drive.

After each drive the ball automatically re-tees itself. It can be used wherever there is room for a full swing.

Pitch-It, as its name implies, is a handy device for practicing short chips and pitches. It is made of the highest quality reinforced canvas mounted on a scientifically constructed wire frame with adjustable legs, which may be raised or lowered to suit the distance of the shot being made.

In shape it resembles a scoreboard. In the center of the upper rectangular-shaped canvas board is a target consisting of three recessed compartments. A pitch dead to the center will go into the bull's-eye—the deepest set hole.

The canvas has an elastic base which deadens the ball when the target is hit. The balls roll down metal gutters into a handy retriever box at the base of the target. When the bull's-eye is hit a bell rings, adding excitement to the game.



NEWEST WRINKLE in golf practice equipment is this combination practice driving and pitching range. The clever layout of the "course" makes it possible to use any club at any tee without endangering the lives of the other players.



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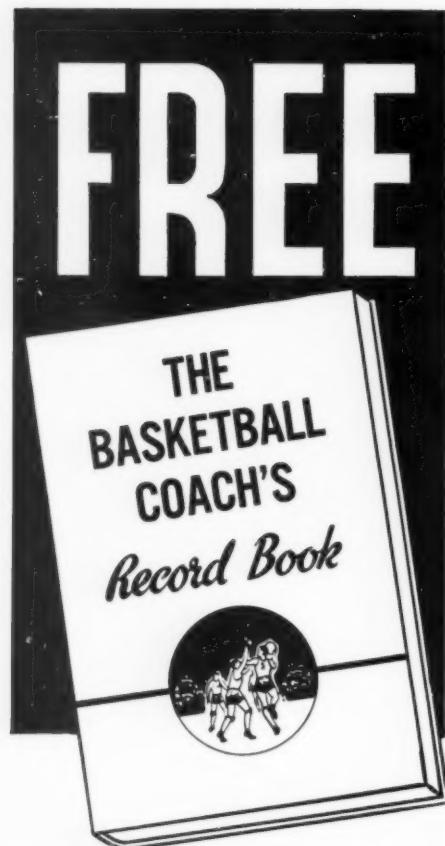
Former National Open Champion, began his golf career at the age of 14. Dutra says: "It is certainly never too early to begin golf instruction and the Scholastic Coach program for school instruction is certainly the finest thing for boys and girls that has ever been devised."

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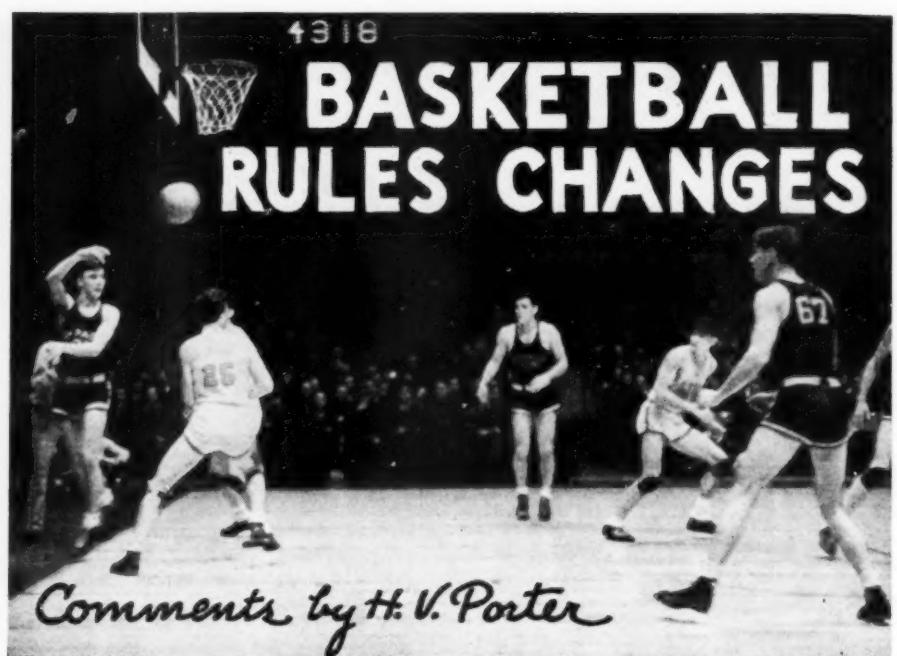
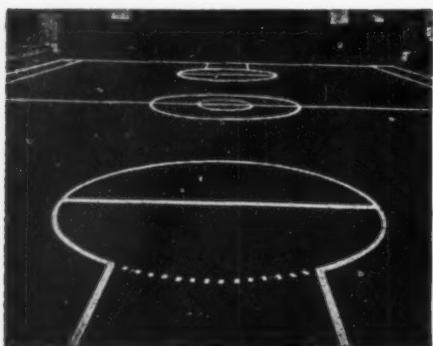
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STUDENTS of the basketball rules will find a considerable number of differences between the current code and that of last year. The changes are of two kinds: (1) Those designed to improve game conditions, and (2) Those designed to make a logical and consistent code.

The first group is the outgrowth of considerable study and experimentation during the past season. They should result in a more satisfactory type of play and may be regarded as major changes. The second group is part of the movement to gradually recodify the rules. During the last few years nearly half of the rules have been entirely rewritten and some of the remaining ones need it. Comments follow on the major changes:

Backboards: This change is probably as important as any that has been made in the last ten years. All sharp corners and edges have been eliminated and the goal is attached to the bottom of the board. Only boards with a plane surface are legal. If boards with a convex surface are desired, they may be used only by mutual consent of the two teams. If modified boards are used, they must be of the size and shape indicated in the rules. If such boards are provided by the home team, the visiting team has no legal right to object to their use. Conversely, if a school chooses to use the rectangular type of board, it cannot legally be protested.

Baskets have been designed to fit the new type board. The best of these are an improvement over the old type.

Some baskets are attached to the front of the board with a flange not flush with the face. This is permissible, provided the size of the flange is such that the ball cannot touch it.

Substitution (Rule 5-3): Changes have been made in the rule covering

the time and method of making substitutions. The new rule also definitely indicates the proper action on the part of the Scorers.

Substitutions may now be made following a successful free throw. They cannot be made in the interval following a field goal unless a charged time-out is declared. This may be asked for by a player or it can result when an Official stops the game for the benefit of an injured player who is neither ready to continue immediately nor is removed from the game within one minute.

In such a situation it is customary to charge a time-out to the injured player's team until the extent of the injury is determined. If there is no substitution and the player is removed within the time limit, the charged time-out is cancelled. However, if there has been a substitution during the interval, the time-out is charged.

The questions and answers following this section have been changed to be in harmony with the trend toward setting definite times for the beginning and ending of certain acts. The substitute becomes a player as soon as he reports to an Official. If the Official discovers that he is entering the game illegally or has not yet reported to the Scorers, a technical foul has been committed. Heretofore, the Official had authority to refuse the substitution and to waive the penalty. Responsibility is now placed on the Coach and the substitute.

The practice of lining up players for identification is further discouraged by a slight change in wording of the last question and answer. The line-up may be ordered only when requested by one of the Captains and only when three or more substitutes from the same team enter at the same time.

Player Out of Bounds (Rule 7-2): The practice of being out of bounds while the ball is in play was discouraged several years ago by a rule which made it a technical foul for a player

to set up a play while out of bounds. The reworded rule of this year further discourages the practice. A player may now be penalized in certain situations if he is on or outside a boundary line even though it is not for the purpose of setting up a play. The penalty takes effect when he is touched by the ball when it is not in possession of an opponent. The ball is awarded out of bounds to his opponent.

Question: Does this apply when the ball is deliberately thrown at a player who is standing on or outside a boundary line? **Ruling:** Yes. There might be some claim that this leads to an undue advantage to the passer, but the rule is based on the theory that the player should stay inside the boundary lines under practically all circumstances.

Playing Terms (Rule 7): A major portion of this rule has been rewritten or rearranged. The most notable change is in Section 7. The first clause now reads: "The ball becomes dead" instead of "the ball is dead." The old wording was not consistent with the various items in the section.

The last paragraph is a needed addition. Heretofore, there was no way of knowing exactly when the ball goes into play after being dead. This affects various sections of the rules. In one case the ball goes into play at the time it is "placed at the disposal of a free thrower." This has a bearing on the right of the Scorer to blow his horn for a substitution. Rule 6-11 gives the Scorer the right to blow his horn when the ball is dead. In this case the

ball is not dead and consequently the Scorer has no authority to stop the play except in certain specified unusual situations.

The same thing applies to the waiving of a free throw. The right to waive a given free throw does not exist after the ball has been placed at the disposal of the thrower.

In the case of a multiple throw, it is essential that the Official actually take possession of the ball and then place it at the disposal of the thrower before each throw. This gives the offended Captain a chance to waive the second free throw and allows either team to substitute while the ball is still dead.

Playing Regulations (Rule 8-1): The automatic rest period in the middle of the second and fourth quarter is now mandatory under certain conditions. Last year it was used only when there was mutual agreement. This year it is used unless there is mutual agreement otherwise. Such a rest period is declared only in case there has not been a charged time-out during the first four minutes of play. When the rest period is declared, it is taken the first time the ball is dead after four minutes. The Scorer's horn should be sufficient for a signal and the gun should not be sounded. The period is two minutes in length.

The automatic rest period is not taken in case a time-out has been declared and an injured player removed from the floor within one minute.

Tie Score (Rule 9-3): The first overtime period of a game played in quar-

ters will now always be three minutes. Last year the sudden-death method of ending tie games was prescribed for the first extra period. The sudden-death ending is now deferred until after the first extra period. A team which is one point in the lead at the end of any extra period is always the winner. After the first extra period, the first team to score two points will be immediately declared the winner. One of these points may be made in the second extra period and the other in the third extra period.

Out of Bounds (Rule 10-1): The Official must now actually take possession of the ball when it is to be awarded to a player out of bounds. After actually having had the ball in his possession, he must hand it to the proper player. It is not sufficient for the Official to merely touch the ball. This is not meant to provide time for the defensive team to recover proper position. The Official will be expected to execute these movements as rapidly as possible.

Free Throw (Rule 13-1): This section now contains some provisions that were scattered through the code last year. The only change is in connection with the rights of a player to occupy the lane alley which extends to the end line. Last year there were different interpretations relative to this matter. Some states permitted an extra player in the four-foot alley between the backboard and the end line. This year the player who occupies the first alley in front of the backboard

(Continued on page 39)

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BADMINTON'S DECEPTIVE PLAYS AND STROKES

By C. H. Jackson and L. A. Swan

No badminton season is official without a series of articles by the famous midwestern coaching-writing team of Carl H. Jackson and Lester A. Swan. The present series on deceptive plays marks the fourth season the Detroit men have contributed to "Scholastic Coach." They are co-authors of two excellent texts, "Better Badminton" and "Badminton Tips."

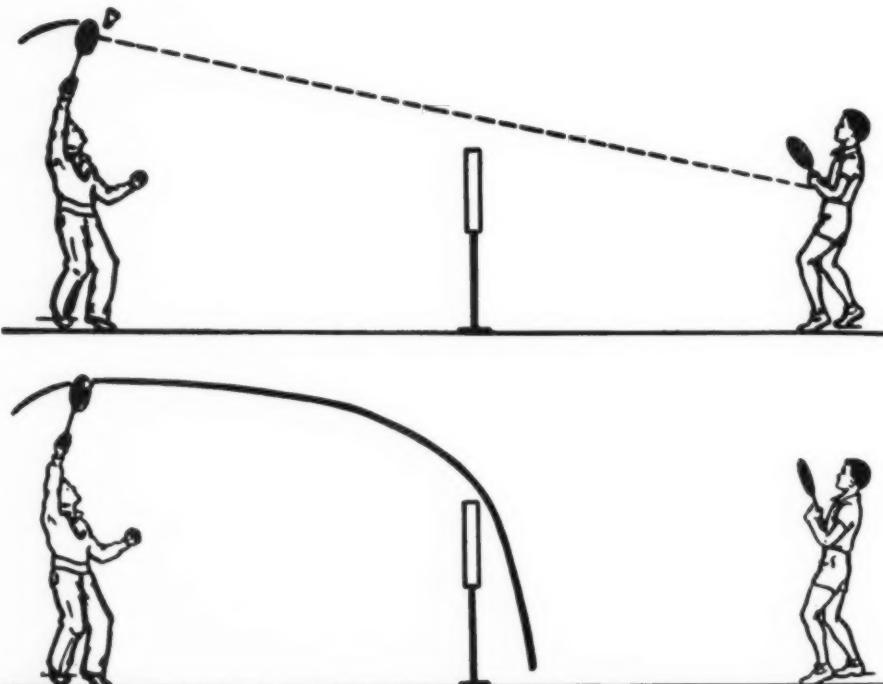
DECEPTION plays a greater role in badminton than in any other racket game. The lightness of the racket and the flexible wrist technique afford easy means of hoodwinking an opponent, while the size of the court and the speed of the game account for its effectiveness. Throwing the opponent off balance or delaying his start for a moment is sufficient to get him into difficulties.

The difference between well-matched opponents often lies in their ability to deceive rather than outstroke the other. The finer points of this art are not easy to discern. They frequently escape the attention of the average spectator, and less experienced players may even go down to defeat without realizing that their opponents' deceptiveness was largely the cause.

In spite of this elusiveness, the common deceptive plays are not particularly difficult to learn after one has acquired a fair degree of control and has learned to use his wrist in stroking.

The simplest of these plays, yet one of the most effective, is the **Fake Smash**. (In the illustrations the dotted lines signify the faked flight and the solid lines the actual flight of the bird.) The stroke in the accompanying illustration of the fake smash is the overhead. In executing the play, stroke as you would for a smash but check the racket a moment before contact, dropping the bird just over the net tape. Set your stance back of the bird and contact it at full reach, a little out in front. The natural tendency of the opponent is to hesitate or to shift

The lightness of the racket and the flexible wrist technique offer easy means of fooling an opponent



Fake Smash

his weight backward. A long wind-up, with the racket circling back of the head and shoulders, will add to the deceptiveness.

The oncoming flight in this case will be a high clear with the bird falling from some height. This gives you time to pick out the best spot for placement. A drop to either alley is usually the most effective. The direction of the shot may be faked at the same time by turning the racket face an instant before contact.

Another deceptive play (Drop with Fake Smash), similar to the fake smash, is used when the opponent pops the bird up close to the net. The player rushes toward the net as if to smash. Instead of hitting the bird firmly, however, she touches it lightly with the tip of the racket, dropping it close to the net. Here again the tendency of the op-

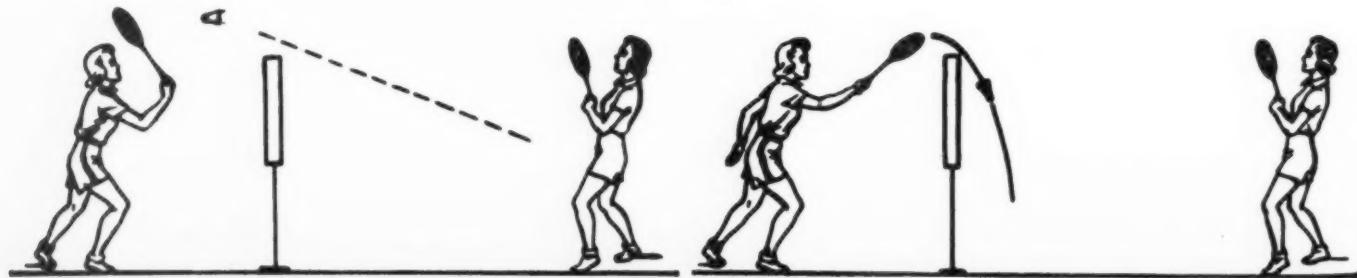
ponent is to hesitate or to throw her body backward.

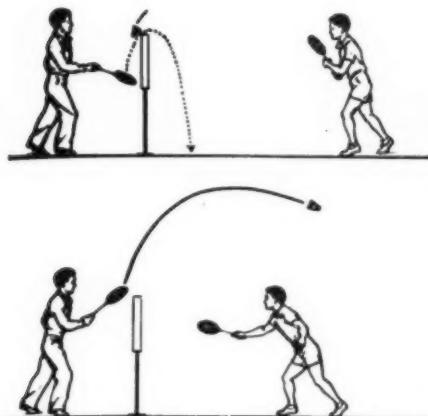
The object of the Driven Clear with Fake Drop is to draw the opponent toward the net, thereby exposing the backcourt. If he is fairly close to the net it will be sufficient to throw him off balance. If he can recover in time to reach the bird, the chances are that his return will be a set-up.

Bring the racket up toward the bird somewhat slowly, as if to return with a drop (dotted line). As in all deceptive strokes, this delay is an essential part of the fake. Keep the head of the racket below the wrist on the up-swing, ready for a quick snap of the wrist when you see the opponent move or lunge forward. Clear no more than is necessary to keep the bird out of the opponent's immediate reach, being careful not to drive out of bounds. A high clear will give him time to get to the backcourt.

A Drop with Fake Drive may be

Drop with Fake Smash





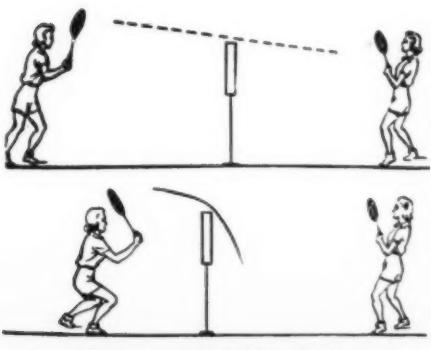
Driven Clear with Fake Drop

used effectively when receiving a short serve too low to smash. This play is not the same as that illustrated in the drop with fake smash, though it may look quite similar at first glance. We are assuming now that the serve is too low to smash. The technique is distinctively different.

By rushing the serve, the receiver creates the impression that he is going to return with a drive directed at the server or over his head. The natural tendency of the latter is to throw his weight backward. A perfect short serve, barely clearing the net and falling quickly after crossing, can be executed hurriedly and successfully if one is fast enough.

Keep the racket high as you step forward, pretending to drive. Just before contact, throw the head of the racket back from the wrist to check its force so that the bird hits it lightly and falls just over the net. When skillfully executed, the defense against this shot is very difficult.

One must be careful not to stand too close to the short service line or to rush prematurely when receiving the serve, otherwise the player may be caught with a driven clear over his head and to the backcourt. To rush a low serve most effectively, however, it is necessary to stand closer to the short service line than would be wise in the case of the slower player.



Drop with Fake Drive

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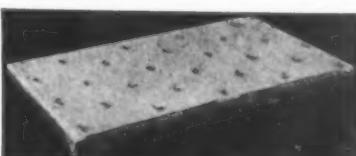
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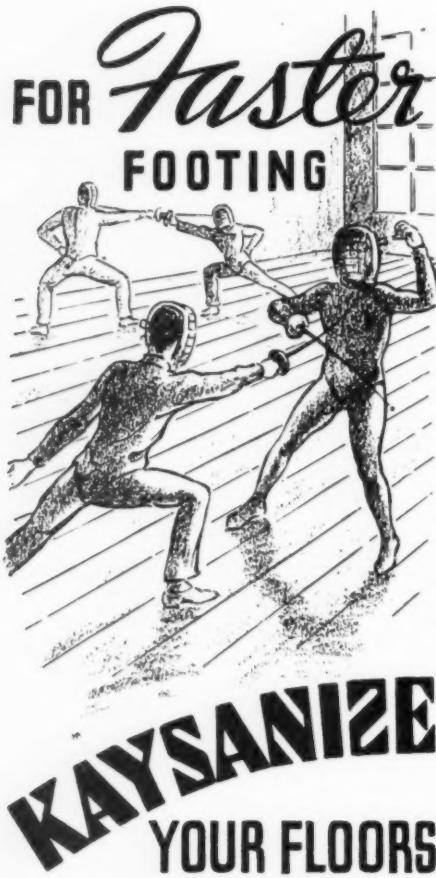


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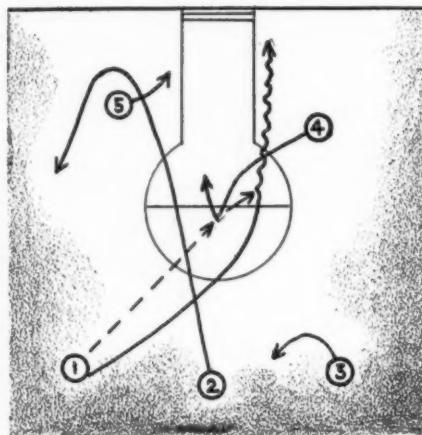
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Coaching School Notes

(Continued from page 14)



As 2 cuts across to screen X5, 1 starts the play with a feed pass to 4. 1 then drives past the pivot, receives a return pass and dribbles in for the shot. If 1 is covered and 5 has succeeded in shaking loose, the pass may go to the latter.

himself. This is the only way to develop resourcefulness. A strictly mechanical offense may prove satisfactory with mediocre material but not with smart players.

After expounding the general theories of offense, Keogan touched briefly on the fundamentals. Passing, he believes, is the backbone of basketball. Passes must be sound and purposeful. The only way to learn how to handle the ball is through handling it, not so much through individual exercise but through regular patterns based on your offense.

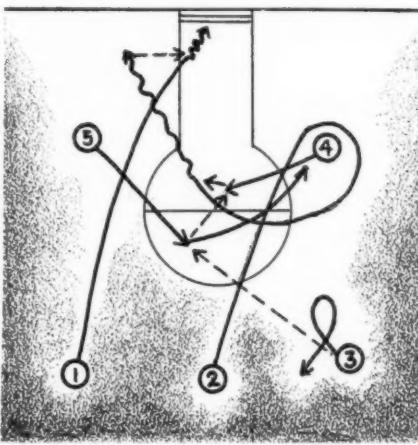
The ball must be perfectly balanced in your hands, with the fingers on the opposite poles. The thumbs should be rolled back, giving the ball a light and balanced feel. From this position, the ball can be both shot and passed. This saves

precious split-seconds. If you reform the ball in your hands, you can't get it away as fast. There's nothing more disconcerting to a defense than a team that moves and passes fast.

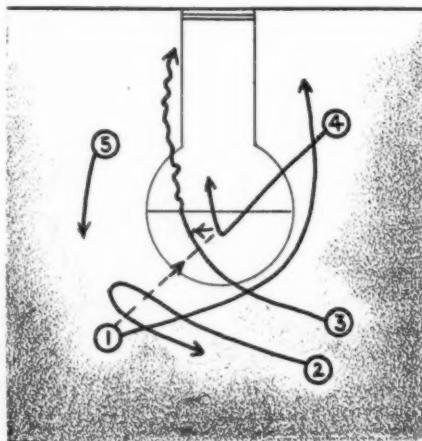
The player should find out early in the game whether his guard is left- or right-handed. He may do this by feinting and seeing which hand comes up faster. When this point has been determined, he may pass over the slow, or weak, hand.

The types of passes to use depend upon the individual coach. Keogan is not particularly enamored with the hook pass. It may be good for two-on-one situations, but seldom elsewhere for the simple reason it is not accurate.

Keogan never allows his players to practice basket shooting by them-



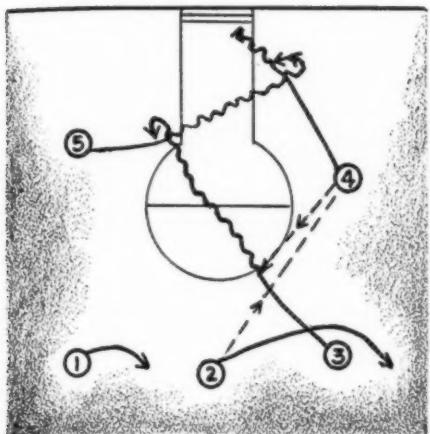
As 2 moves down to screen X4, 3 passes to 5 who then whips the ball to 4. The receiver fakes a return pass to 5 and slips the ball to 2. The cutter dribbles in and shoots, or dribbles wide, stops and sets up a play for 1 cutting straight down. 3 stays back as safety man.



No. 2 cuts across to screen X1, while 1 feeds the ball to 4 and follows up. 4 fakes to 1 and passes to 3, who drives to the left after using 1 as a moving screen. 3 goes in with a dribble. If cornered he may pass to 5 and set up a screen for him.

selves. He wants to be "right there with them." If they do something wrong, he can thus correct the mistake immediately. Without supervision the practice may do more harm than good. If the player is shooting the wrong way, and there is no one to point out his fault, the more he practices the deeper he falls into the wrong groove.

The Notre Dame coach teaches the underhand method of shooting fouls because he believes the anatomy of the body is best adapted to it. The normal way is the right way. The foul is nothing but a toss, being purely a mechanical procedure. The elements are always the same—the ball, the basket and the distance. Any normal boy should be able to hit eight out of ten, but it takes practice.



No. 2 passes to 4 and cuts across to screen X 3. 3 cuts up center, receives a pass from 4, dribbles quickly to side, turns and passes off to 5. 5 dribbles across the lane and sets up the same play for 4, cutting straight to the basket.

As far as plays are concerned, the construction is more important than the play itself. No play will work until you first make room for it. The one thing that retards offensive basketball is "bunching." Hence, always keep the center open. The usual offense is built from the center to the sides or from the sides to the center. The passing lanes must be kept open.

"Dyke" Raese

Reported by R. M. Strimer
Parkersburg H. S., W. Va.

AT THE West Virginia University Coaching School, Richard "Dyke" Raese expounded the details of the mixed fast-slow break attack which is the Mountaineer earmark in the province of shots and pivots.

Since no one as yet has devised a method of getting the ball into the hoop without shooting it, shooting remains the all-important fundamental. Raese devoted the greater part of one of his lectures to the mechanics of this fundamental, describing in complete detail exactly how he believes each of the various shots should be executed.

For set shooting, the player is expected to hold the ball about half-way up the sides. The ball is poised at chest height with the fingers supplying the gripping pressure and the palms off the ball. As the player lines up his sights with the front rim of the basket, the feet are slightly apart and the body is erect and leaning forward. The weight is perfectly balanced, not being too far forward on the toes nor back on the heels.

The elbows are not spread like a pair of wings but are kept close to



ON weekday nights when ice conditions are often ideal, early darkness frequently prevents the full enjoyment of skating; but, you'll find the skating rink a favored spot after nightfall . . . provided the ice is adequately lighted and without confusing shadows. Why not provide many additional hours of ice skating on your campus? The cost and amount of equipment required is small; but the number of students who benefit is large. General Electric Company, Schenectady, New York.

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The medical profession knows that Athlete's Foot is as prevalent in the fall and winter as in the summer. In cold weather the infection may take a less acute form, but it is just as common as ever AND SHOULD BE GUARDED AGAINST JUST AS CLOSELY.

That means the continued use of Quinsana Powder.

Reports from athletic coaches, dermatologists and clinics indicate that this powder is producing extraordinarily successful results in the fight against Athlete's Foot.

It creates an alkaline condition under which the Athlete's Foot fungus cannot live. Moreover, it can be used continuously without irritating the skin.

2-WAY TREATMENT—FEET AND SHOES

Quinsana Powder is used two ways—(1) on feet; (2) in shoes. Treatment of shoes (as well as feet) is indispensable because the Athlete's Foot fungus thrives in shoe-linings and, unless killed there, generally causes reinfection. Ointments and liquids cannot be used conveniently in shoes, but Quinsana can, because it's a powder.



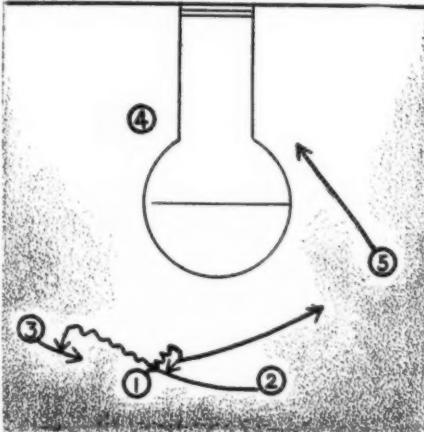
For samples and literature, address The Mennen Company, Newark, New Jersey.



the body. The ball is cocked by turning in the wrists and bringing them down. They do not snap on the forward movement. The release is effected with an easy free-arm action. After the shot the arms follow through with the fingers up and the palms facing the basket. The eyes never leave the target.

On a lay-up shot the idea is to get as far off the ground as possible. At the highest point, the shooting arm straightens out and the ball is rolled off the fingertips. It is banked gently about a foot above the basket. Ordinarily no excessive amount of English is necessary nor desirable. The far shoulder should protect the ball from the guard.

From shooting, Raese proceeded to the closely allied art of passing. In enumerating the advantages a good passing team enjoys over a quintet of poor ball-handlers, the Mountaineer coach pointed out that good passing means more shooting opportunities. The poorer the shooting ability of a team the more important is the passing.



Diag. 1

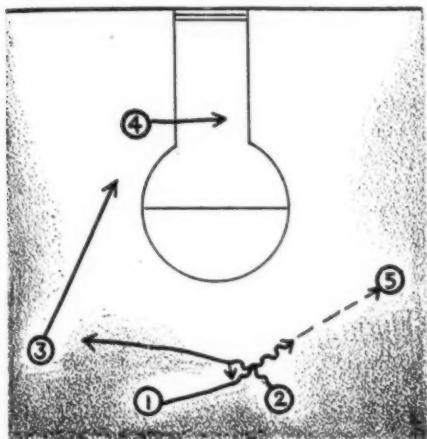
The elements of good receiving are: relaxation, eyes on ball, natural recoil of hands to relieve impact, and good body balance. After receiving a bad pass the player should regain balance before attempting to get rid of the ball.

The passer himself should be aware of the three vulnerable spots of a guard. They are: (1) between legs, (2) between left shoulder and left ear and (3) a bounce to his left side. Every pass should be protected by the body. When passing with his back to the guard, the passer should keep the ball in close to camouflage his movements and to protect the ball.

After enlarging on individual skills, Raese went into an exposition of his team offense. Like most of our wide-awake coaches, he uses a fast break for his initial scoring thrust. If the opening is not

there, he slows down the attack and starts maneuvering with a deliberate, set offense. This attack combines a sort of figure eight movement in the backcourt with a double pivot around the sides of the free-throw lane.

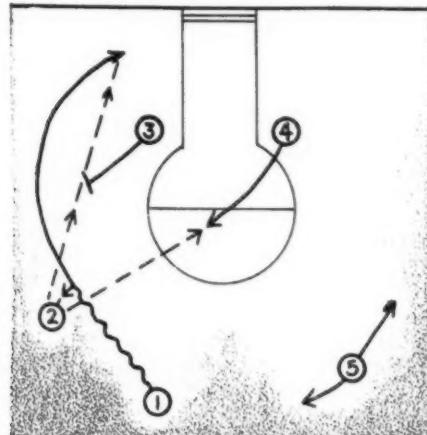
Diag. 1 illustrates his method of advancing the ball to the front court and setting up the double pivot. Players 1 and 2 work the ball up with short passes, 1 finally dribbling across the midcourt line and passing to 2 cutting behind him. The latter dribbles over to 3. Meanwhile 1 cuts over and takes 5's position, 5 moving down into the pivot position.



Diag. 2

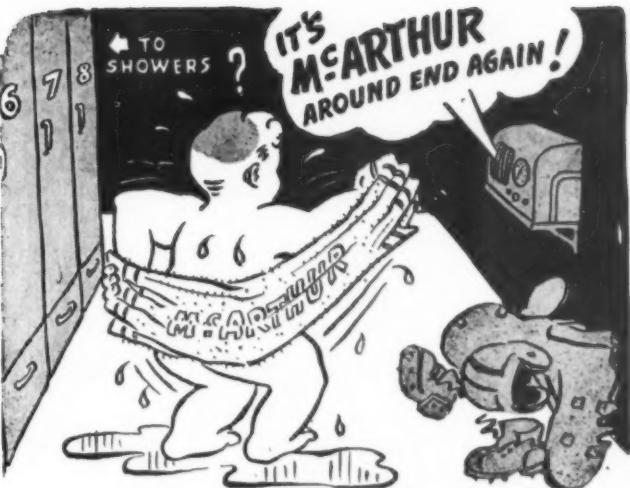
The ball-handler, 3, dribbles over to 1 and you now have a large figure eight out front with two men in the pivot positions. All the Mountaineer plays develop from this set-up.

If 2 should start the play by passing to 1 (Diag. 2), 1 dribbles over and passes to 5. No. 2 cuts across court to take 3's position while 3 drops into 4's pivot post. The latter moves over the free-throw lane to set up the second pivot.



Diag. 3

Diag. 3 charts the basic play from the double pivot. After bringing the ball over to 2 with a dribble, 1



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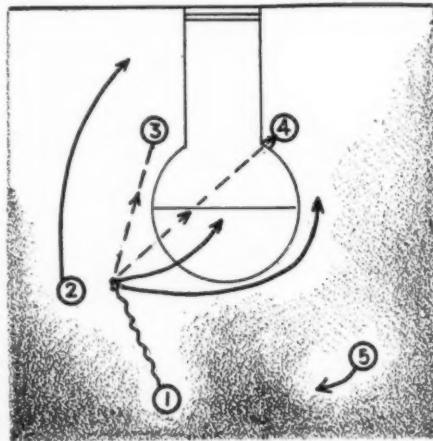
CULLUM & BOREN CO.

DALLAS, TEXAS

fakes toward the center to set his man up for a screen by 3. He then passes to 2 and cuts around toward the basket.

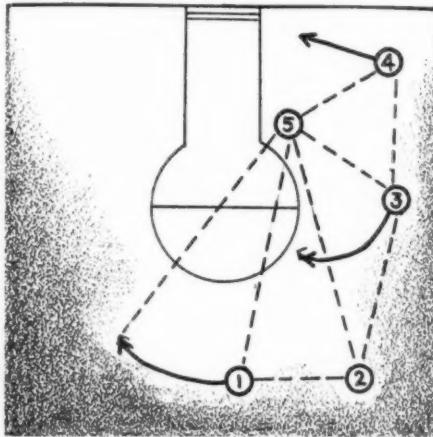
The new ball-handler has a number of options. He may loop pass to the cutter, pass off to 4 breaking to the front half of the free-throw circle or dribble across to 5 in case neither of these players is open for a pass.

If 2 dribbles over to 5, 4 takes 3's position on the pivot line and 1 takes over the other pivot spot. After this exchange, 5 brings the ball across to 3 and the play is attempted again.



Diag. 4

Diag. 4 starts out exactly like the preceding play but takes a different twist. Again 1 dribbles over to 2, but this time fakes a pass to him and backward roll passes to either of the pivot men. The pivot who does not receive the ball pulls out to the outer half of the free-throw circle and 1 cuts around. Meanwhile 2 cuts for the basket.

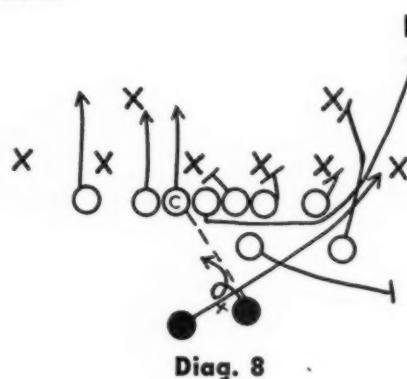


Diag. 5

Against a zone defense, Raese uses the offense outlined in Diag. 5 to penetrate it. The Mountaineers overload on one side and move the ball very fast, players 4, 3 and 1 breaking for the basket when the opening materializes.

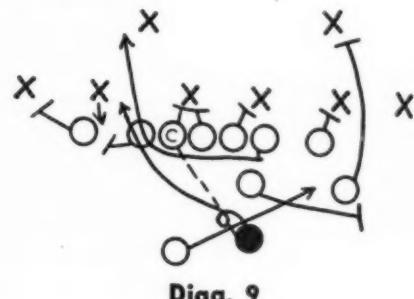
Bill Alexander

This is the concluding installment of a report on the Georgia Tech coach's lecture at the "New York Herald Tribune Coaching School." The first seven plays were given last month.



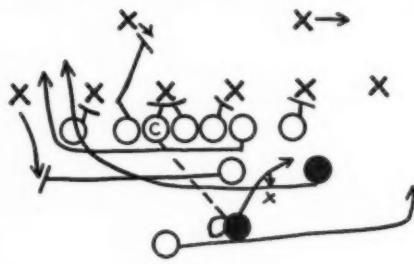
Diag. 8

On Tech's reverse off the strong-side tackle (Diag. 8), the fullback steps in with his right foot, turns, gives the ball to the tailback, and completes the spin for the sake of deception.



Diag. 9

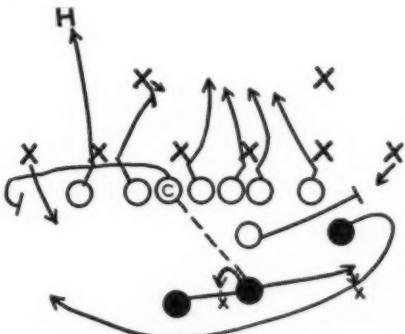
Diag. 9, an excellent sequel to the strong-side reverse, was quite effective against Notre Dame last year. The fullback fakes to the tailback this time, keeps the ball and spins inside the weak-side tackle.



Diag. 10

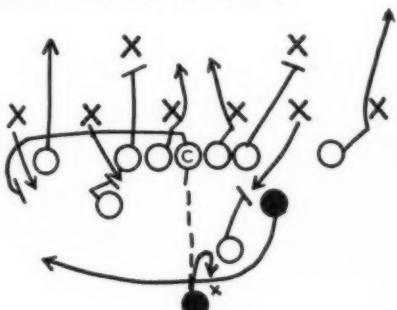
Diag. 10 outlines another baffle in the Tech spinner-reverse sequence. Again the tailback shoots past the fullback and again the ball is faked to him. The tailback runs to his right, crouched over and covering an imaginary ball.

The fullback completes his spin and drives at the strong-side tackle. Before reaching the line, however, he turns and hands the ball to the wingback who continues around inside the defensive right end.



Diag. 11

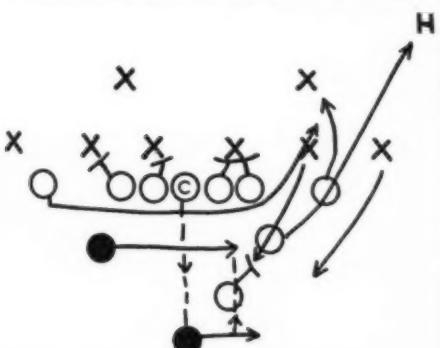
The double reverse around the weak-side end (Diag. 11) is a natural offshoot of all these trick spins and reverses, and is good for plenty of yardage "when it works." The fullback spins and hands the ball to the tailback. The blocking back takes a swipe at the end, but the wingback turns around and starts coming back. He takes the ball from the tailback and circles wide.



Diag. 12

The fake kick and reverse outlined in Diag. 12 came to life several times in the moving pictures Alexander showed of Tech's games last year with Notre Dame and Missouri.

From a regular kick formation the tailback goes through all the motions of kicking. He takes his regular two steps and then brings his foot forward. But instead of dropping the ball on to his foot, he swings his hand back. The wingback then cuts back, plucks the ball out of his hand and races around end.



Diag. 13

For deception from short punt formation, Tech uses the shovel pass plotted in Diag. 13.

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From the States

This department includes correspondence from state high school coaches, associations and state high school athletic associations. All associations are invited to participate.

Idaho

Constitutional changes

FOUR amendments to the constitution will be weighed and voted on at the meeting of the state Athletic Association in Boise on November 16. One amendment would increase the membership of the State Board from three to six members, with representation on a district basis rather than at large as at present. Another amendment would eliminate the semester scholastic requirements now in use and substitute the old semester requirement of passing in three subjects.

It will also be proposed to permit a student who because of illness has been forced to drop out of school before the last two weeks of a semester, to be eligible for athletics upon his return to school. At present if a student is out of school more than two weeks at the end of a semester he cannot be eligible for athletic competition until he has attended one semester. The fourth proposed amendment would provide for the exchange of eligibility lists upon a seasonal basis rather than upon a game basis.

Another interesting feature of the coming state meeting will be the report of the sports committees. This is a new procedure in the administration of the athletic program of the state association. These committees are composed of coaches.

The revised features of the Athletic Accident Benefit Plan are being received very favorably by the member schools. At present 90 schools have enrolled under the provisions of the Plan. The enrollment fee per student is one dollar for all sports and fifty cents for all sports except football. A levy of 5 percent is placed on all basketball jamborees and tournaments.

E. F. GRIDER,
Idaho H. S. Athletic Assn.,
Boise, Ida.

Washington

Officials association

PROCEDURE for setting up a state officials association was recommended to the representative assembly of the state High School Athletic Association at its last meeting. The procedure, as follows, was approved.

1. A committee of five will act as the state board directly under the jurisdiction and authority of the state Board of Control.
2. A committee of three from each organized officials association will represent their local organizations in dealing with the state officials board.
3. Registered officials now belonging to the officials organizations in

Oregon and Idaho will not have to become members of the Washington association in order to work games in the state.

4. Finances of the organization will be met as follows: (a) Expenses of local committees to be met by local officials organization; (b) Expenses of state board to be met by WSHAA.

5. An officials organization will be formed in districts where men are working in such numbers that it is deemed advisable. This is to be a responsibility of the state board.

6. The year 1940-41 will be a probationary year while the foundation is being laid for the actual functioning of the organization in 1941-42.

7. Questionnaires will be sent to all high schools to work up an effective program for the coming school year.

HAROLD SHAW,
Puyallup, Wash.

New Jersey

Out-of-season practice

THE state Interscholastic Athletic Association, at its annual meeting in Newark on October 4, submitted a report with four recommendations for the guidance of coaches and athletic directors.

1. It is recommended that the football schedule include eight or nine games and only in special cases, where local interest requires, that it be extended to a tenth game.

2. It is also recommended that each member school institute at least three weeks practice prior to inter-school competition in the sports of football and basketball.

3. It is recommended that the basketball schedule include a maximum of eighteen games, and preferably no more than sixteen games, exclusive of the state basketball tournament.

4. It is further recommended that any consideration for lifting the present ban on out-of-season football practice be dropped.

In accordance with the fourth recommendation, the executive committee of the Association made a study of the present out-of-season regulation and formulated the following definition of out-of-season practice.

"No football equipment shall be issued except a ball. Naturally, this eliminates the use of pads, helmets, shoes, pants, etc. Furthermore, there shall be no instruction, nor shall there be any coach in charge of any group of boys using a football. This eliminates signal drill, instruction in passing and kicking, as well as any other form of practice under any kind of supervision."

"The object of this explanation is to make clear the fact that there shall be no practice from the time of the last game in the fall to the first of September. Any subterfuge or sharp practice shall be construed as a violation of the rule."

"Member schools who are proven

violators of this out-of-season practice regulation will be eliminated from the eligible list when sectional football championships are awarded."

CHARLES J. SCHNEIDER,
New Jersey H. S. Coaches Assn.,
Newark, N. J.

North Dakota

Football championships

FOR the second successive year North Dakota will have official football champions in all three divisions. The Class A division consists of the thirteen largest schools, organized into an East-West conference with the divisional winners meeting for the title. Mandan is the defending champion.

A district arrangement has been worked out by the Board of Control whereby champions will be determined for Class B schools playing eleven-man football and for B schools playing the six-man game.

The Class A schools this year are rating officials. After each game, cards are mailed to the secretary of the A conference, rating all the officials who worked the game. A rating of 1 is excellent, 2 fair, 3 poor and 4 unsatisfactory. This system, now in its first year, has had an excellent influence on the caliber of officiating. Statistics show that 90 percent of the classified officials have ratings of excellent.

While the turnover in the coaching personnel of B schools is consistently larger every year, the turnover in the larger schools is considerably less. This year two A schools have new coaches. Jack Mackenroth has taken over at Minot after serving as assistant coach at North Dakota University, and Ernest Kotchian is now located at Devils Lake, after serving a number of years at Fessenden.

JOHNNY MACH,
North Dakota Coaches Assn.,
Williston, N. D.

Nebraska

Benefit plan

THE response of member schools to the athletic accident benefit plan so far has far exceeded the response received during the entire school year in 1939-40.

On October 8, eighty-three schools had covered 1,808 boys under Plan A, while eighty-one schools had covered 2,340 boys under Plan B.

Complete registration includes the school participation fee, the individual fee for each boy, a registration card completely filled out for each boy, and two lists of the names of the boys covered on the summary registration sheets.

Up until October 10, a total of \$157 was paid out for claims under Plan A and \$231.75 under Plan B. The October State High School Activities Association Bulletin contains a complete list of the claims paid up to date. No substitutions are allowed for any boy whose registration has been completed.

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1907-13 MILWAUKEE AVENUE

CHICAGO, ILL.



If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

Coach Bob Zuppke, the sagacious mentor of the Illini, must be anticipating a hard winter. Not long ago he traded one of his oil paintings for a cow, and now he has made a similar swap for two brood sows, named "Ohio" and "Illinois."

Lincoln, Ill., claims the distinction of having five left-footed punters on its squad.

Oak Park, Ill., has now stretched its winning streak to thirty-seven games. Is this tops for the country? Considering the quality of the competition in the Suburban League, the record is an enviable one.

Who is the youngest college football player this season? The University of Iowa nominates George Sanborn who was seventeen on October 21. The "Iron Men" get their recruits early.

When Boston College went to play Tulane in the season's opener, the boys wanted to play football. They had no wish to refight the Civil War as Northern teams frequently have had to do in the past. Frank Leahy, coach of the Eagles, had this story to tell on his return to the No'th.

"We haven't any captain. We appoint some one for each game. Chester Gladchuk, our center, was one of two co-captains we appointed for the Tulane game. He went out on the field to meet Captain O'Boyle of Tulane, and made a speech in behalf of Boston College.

"Mr. O'Boyle," he said, "before we toss the coin and begin this game I would like to tell you our line-up. I play center. I am of Lithuanian extraction. At one guard we have Zibilsky, who traces his ancestry to

Poland. At the other guard we have Kerr, an Irishman. Manzo, Italian, plays one tackle, and Yaukoes, a racial fellow of my own, plays the other. Goodreault, a Frenchman, plays one end and in the backfield we have among others, Toczyłowski, Polish, and O'Rourke, who was born in Ireland.

"Now, what I'm trying to drive home, Mr. O'Boyle, is this: While we all have the interests of this country at heart and shall admit to a little pardonable sectional pride, our grandpappies weren't here when the late regrettable war between the states was fought. Therefore, we request that you and your teammates will not hold us responsible."

"Okay, buddy, let's play ball," rejoined O'Boyle, a resident of the South-Side of Gary, Indiana. No untoward incidents marred the game."

It is rumored that if and when the arrangements for the Pan-American Games are completed a new stadium will be built in Washington, D. C., especially for the occasion.

Galileo High School of San Francisco boasts of having developed three of the best athletes of recent years: Joe DiMaggio, Lawson Little and Hank Luisetti. Anybody around to dispute that claim?

After the All-Star game in Chicago last August, Coach Eddie Anderson of Iowa commented that the only way to break up the Green Bay Packers' offense was "to shoot Hutson." After viewing the gridiron wreckage left in the wake of the Wolverine juggernaut to date, similar drastic measures would have to be taken to stop Michigan's Tom Harmon.

One of the greatest swimming coaches of all time is Northwestern University's veteran Tom Robinson, a master of every phase of aquatic sports, yet Alfred Johnson of Pine

Hill, Wis., has a medal for rescuing Coach Robinson from drowning. The near tragedy occurred, we are told, back in 1887.

Coach Clyde Gott of Smithville, Tex., had several members of his track team practicing the high jump one day last spring. Since the weather was warm, each of the players would take his turn and then lie in the sand pit after his jump relaxing in the sunshine. But Byron Foster came up out of the pit in a hurry after his three-point landing—yelling all of the way. A gopher had fastened his teeth into the boy's knee and apparently had no intention of letting go. And that's how Byron got the nickname "Gopher Bait."

In Hartford, Conn., not long ago a physical education director while conducting a class in setting up exercises sprained his back.

Football was something new and different for Wayne Beigle when he first reported for the Onawa, Iowa, squad. He had heard that the sport was a rough one, but felt that he could stand the gaff. At the end of two weeks' mauling, however, he decided that an iron physique was necessary and prepared to check in his suit. Upon investigation Coach Bill Gutchess discovered that the boy had never been issued any shoulder pads or thigh guards. Once fully equipped, Beigle finished the season in fine shape with some fourteen touchdowns to his credit.

According to Dan Renneisen, sports editor of the Jasper Herald, the Jasper, Ind., High School has a baseball record that no other high school team in the country can match. In the last five years the Jasper team has won 46 of 48 games played. The current winning streak of the "Wildcats" is seventeen. They won the state baseball championship in 1939 and again

in 1940. The 1939 team won all fifteen games on its schedule, thirteen of them being shut-outs, and scored 124 runs to the opponents' 5.

The outstanding star of the Jasper teams is Roman Peffer who has six no-hit games to his credit and fourteen one-hitters. In one game this fall he struck out the first twenty batters to face him. His record of nineteen and one-third consecutive hitless innings is really something. No wonder his coach, Leo O'Neill, is proud of him.

Out in Utah the state colleges may not always have an abundance of talent, but this fall there was certainly no lack of numbers at Jordan High School. Seventy players turned out the first day, about twenty more than reported for any college squad in the state.

Currently just who is the best drop-kicker in high school football? Last season James Dishner sparked the undefeated Masonic Home prep team of Richmond, Va., with 4 field goals and 18 points after touchdowns. That's good in anybody's league. Is "Cutz" Cavoisie's sixty-two yard masterpiece scored several years ago for Ironwood, Mich., against Houghton still the record for distance?

Here is another one for the books. In a Three Eye League game this summer against Decatur, Chuck Cronin, the Springfield pitcher, struck out but reached first when the catcher dropped the third strike. He scored while the Decatur players, who had forgotten to call time, were arguing with the umpire.

So far we have had no news from the six-man front. Are the coaches too busy, or hasn't anything happened yet? The University of Chicago is taking up the sport in an intramural way.

It seems that those European dictators are determined to lay claim to everything. The Italians are now boasting that golf is an ancient Roman sport. The Scotch got it third hand by way of Netherlands.

Add unusual hobbies: Jack Peifer, Marquette University's sophomore halfback from Wauwatosa, Wis., collects books on theology.

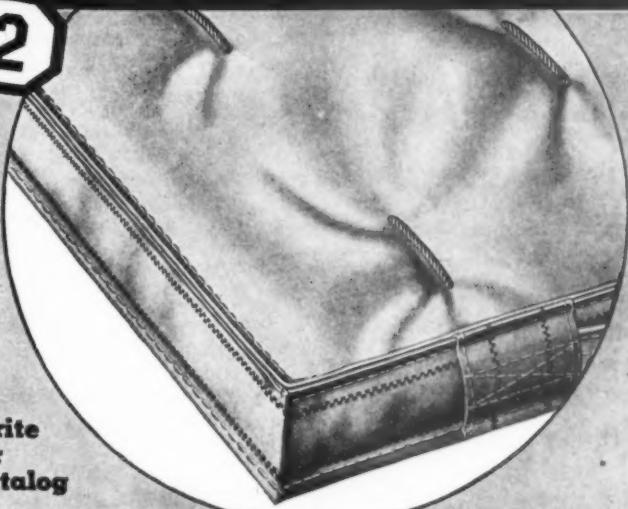
According to Arch Ward, "Smiley Johnson, the orphan who came from Georgia to clinch a guard position with the Green Bay Packers, will not retire at night without reading his Bible, a worn, tattered little leather edition he has carried with him since he was old enough to tell one word from another."

Grinnell College is proud of honor student Tom Carmody, a 200-pound quarterback from Chicago, who pays his way by serving as secretary to a professor in the English department.

BILL WOOD

MEDART HIT PARADE

2



Write
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The greatest improvement in Mat construction in 50 years . . . Medart Gym Mats with Fobafimi Sisal Filler Pad are clean, sanitary, and easy to keep that way . . . Heavy duty construction throughout . . . Next time, insist on Medart Fobafimi Sisal Mats for a new experience in resiliency . . . Write for complete details concerning this radically new and improved mat.

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New Books

SPORTS FOR WOMEN. By Dorothy Sumption. Pp. 264. Illustrated—photographs and tables. New York: Prentice-Hall, Inc. \$2.50.

TEACHERS of physical education and professional students in training who are eager for experienced advice regarding policy formation and program construction in the field of extracurricular recreation for girls will find *Sports for Women* a welcome storehouse of information.

The book is concerned primarily with the organization and administration of recreational activities, emphasizing those methods which the author has found practical in conducting the recreational program at Ohio State University, where she is chairman of intramural sports.

Miss Sumption has organized her material in methodical fashion. After citing the aims and objectives of a recreational program, she gives a detailed account of how to conduct such activities in intramural competition, in inter-school competition and in clubs and associations.

The rest of the book is devoted to excellent suggestions on corecreation programs, methods of publicizing the activities, administrations and policies, and criteria for evaluating the program.

The term "recreation" as used in this book is restricted to physical education activities. While the suggestions are aimed at college and university programs, many of the plans outlined can be used equally as well in most high schools. This is especially true in respect to the intramural program.

THE ATKINS FOOTBALL STATISTICIAN. Yonkers (N. Y.): Gordon M. Atkins. \$2.50.

M. ATKINS, the editor and publisher of this item, proudly announces that the *Football Statistician* is the only combination football scorebook in America for the sports writer, coach and manager. This is a hard statement to prove or disprove. But the merit of the book is unquestionable.

The *Statistician* is organized and looks like a scorebook, except that it is much larger. The pages are 11- by 14-in. and bound in looseleaf fashion. On the first page—for managers—is listed all the paraphernalia necessary for football, with five blank columns in which to fill in items in stock and new purchases. The next section consists of records for the equipment issued to every player on the squad, both for practice and games.

The rest of the book is made up of forms for keeping actual game statistics. There is a section for a complete recapitulation of each player's record for the season, another for letter winners, a third for rating officials, and, finally, a page for miscellaneous data.

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THE PHYSICAL EDUCATION CURRICULUM. By William Ralph LaPorte. Pp. 86. Los Angeles: The University of Southern California Press. \$1.

NINE years of intensive study by the Committee on Curriculum Research of the College Physical Education Association has gone into the making of this 9- by 6-in. paper-covered volume.

The Committee's chairman, Mr. LaPorte, who is a professor of physical education at the University of Southern California, has compiled an unusual combination of materials in highly condensed form which present a national program of physical education suitable for uniform adoption by schools and colleges.

The material is presented not as an ideal program but as a workable one which should accumulate volume, strength and solidity from year to year as it is tried and tested. It is in the form of a carefully graded curriculum sufficiently flexible to be adaptable to any ordinary type of school situation. As such it is suitable as a handbook for the supervisor or administrator, or as a textbook for professional teacher-training courses.

The booklet is organized in three parts. Part One presents a brief description of how the curriculum has been developed; Part Two the detailed program in graded form with suggestions on its use; and Part Three, suggestions on suitable standards for the administration of the program.

The appendix of the book includes the latest findings of the National Research Committee in the form of composite score cards. These cards are intended primarily for use by administrators of elementary and secondary school programs in making objective ratings of their schools to disclose significant weaknesses in the health and physical education program.

By the impression this curriculum has already made on the profession, it should be a powerful influence in the development of better physical education programs throughout the country.

A MODERN PHYSICAL EDUCATION PROGRAM FOR BOYS AND GIRLS. By Vaughn S. Blanchard and Laurentine B. Collins. Pp. 350. Illustrated—photographs, diagrams and tables. New York: A. S. Barnes & Co. \$2.

MUCH of the material in this comprehensive volume was originally used in the course of study for the Detroit Public Schools, where the authors direct (Blanchard) and supervise (Collins) the program of health and physical education.

The book is a concrete manifestation of cooperative and creative planning in curriculum construction. It represents the thought, energy, and interest of men and women teachers planning and working together. It is based, too, on the premise that the physical education program in the secondary school should place its em-

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3



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phasis upon the cooperative and co-educational relationships of young people as well as upon their needs as individuals.

The book has a multitudinous assortment of illustrations which are laid out very attractively. The text is organized into five main sections: gymnasium, playground, swimming and health programs, and supplementary material.

In the section on the gymnasium program may be found a complete analysis of many games of low organization and also basketball for girls and boys, volley-ball, and the dance in all of its ramifications: rhythmic fundamentals, folk, tap and clog, social and modern.

The section on playground equipment includes such sports as playground ball, soccer, speedball, golf, tennis, touch football, track and field decathlon activities, and fieldball for girls.

In addition to the main body of text, there is a section containing invaluable supplementary material. Particularly helpful here are suggested diagrams, plans, grading devices, procedures, and forms to facilitate the conduct of an activity program in physical education.

TEACHING SOCIAL DANCING.
By Augusta Harris and Donnabel Keys. Pp. 233. Illustrated. New York: Prentice-Hall, Inc. \$2.50.

After a long and valiant struggle, the terpsichorean art is now rapidly gaining a place in our progressive educational order.

To understand some of the forces of prejudice it had to combat, you have to go back to the Mayflower. Our Pilgrim forefathers held the dance in very low esteem. They thought the Devil was responsible for all dancing, and especially "Gynecandrical Dancing" or that which is commonly called Mixt or Promiscuous Dancing of Men and Women." Anybody caught doing same was thrown into the cooler.

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Rules Changes

(Continued from page 23)

is entitled to the entire seven feet. This does not prevent another player from occupying the four-foot end space, provided he is several feet away from the lane line.

Rule 13-2: When a player is disqualified after having been fouled by an opponent, the disqualified player will be removed immediately and the free throw attempted by his substitute. This is based on the assumption that if there is an infraction which justifies disqualification, the player deserves immediate banishment.

Play: Al has been awarded a free throw. After the ball has been placed at his disposal, it is discovered that he is illegally in the game. **Ruling:** The Scorer or the Official has authority to signal immediately and to remove the player. The substitute must attempt the free throw.

Violations and Penalties (Rule 14-2): The sections of Rule 14 have been rearranged and Section 2 now contains the provisions of both 14-2 and 14-7 of last year. This has simplified the rule and eliminated several discrepancies. Last year the out-of-bounds spot was designated for only part of the violations. Most officials assumed authority to stretch the penalty to cover the others. This year's code gives proper coverage.

The rule results in at least two slight differences in ruling. If a free thrower attempts a single throw for technical foul and steps over the line too soon, the violation is disregarded in cases where the free throw is unsuccessful. Following a technical foul, the ball always goes to the free thrower's team out of bounds at mid-court. The new rule also eliminates one possibility of a multiple violation which existed last year.

Illustration: A free throw is short and misses the ring and the free thrower steps over the line before or after the ball has missed the ring. Last year this might have been termed a multiple violation. Under the new rule, it is clear that only one violation has occurred.

Fouls and Penalties (Rule 15-12). The Official is not always obligated to award two free throws when a player in the act of throwing for goal is fouled from the rear. The new rule provides for only one throw for minor fouls of this character by inserting the clause "or is fouled in the rear by an opponent who does not have a reasonable chance to reach the ball without personal contact."

This change in wording is merely an attempt to bring the rule into harmony with what was found to be good practice last year. The rule still provides two free throws for any foul in the rear of a player in the act of throwing, provided there is any semblance of it being deliberate or a wild movement by a defensive player who has permitted his opponent to gain a good throwing position.

Last year Officials merely failed to

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4



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(Numbers in parentheses denote page on which advertisement may be found)

ON PAGE 40 ARE OTHER LISTINGS AND FORM FOR SIGNATURE

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● Medals to boy and girl winners in each school

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(See page 39 for other listings)

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NAME POSITION
(Principal, coach, athletic director, physical director)

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CITY STATE

No coupon honored unless position is stated

November, 1940

see certain fouls in the rear when the player was making every effort to play the ball and had a reasonable chance to reach it until the thrower changed his body movement in such a way as to place the defensive player behind him and cause contact. The new rule applies to a thrower who is facing away from his basket as well as one who is facing his basket. However, in the former situation, a foul in the rear will seldom occur because the thrower nearly always throws with a body twist which brings him to a position where he is partially facing his opponent.

In addition to these changes there are a considerable number of minor changes in wording or arrangement designed to eliminate past inconsistencies or to bring certain sections of the code into harmony. These minor changes represent another progressive step in the gradual recodification of the rules.

Rebounding Skills

(Continued from page 9)

Faking is a valuable adjunct of the recovery at this point, provided it is followed by a low, driving dribble to an open spot on the court. Most of the time the rebounder will find it simple to dribble into the nearest corner. Occasionally he may vary this move by feinting to the near corner and following up with a dribble to the opposite corner. The feint effect may be achieved by swaying the body to one side and dragging the ball along the floor with both hands. The feet remain stationary until the player recovers and starts dribbling.

Under the defensive basket it is essential to move the ball away as quickly and surely as possible. In getting the ball away, the player must be careful not to make any cross-court passes. These passes are easy to intercept and convert into goals. Beginning players, especially, should be warned against handling the ball carelessly under their defensive basket. The only way to avoid held balls and interceptions is to get the ball away quickly.

When playing zone defense, it is the job of the three players around the goal to form a barricade so that the opponents will find it difficult to follow up their shots or recover the rebounds. After a shot, one player should be in front of the basket and one on either side.

The particular offensive situation before the shot may not make it possible for the tall man always to be in the center, but the triangle should always be maintained. They should spread themselves as much as possible not closer than six feet to the goal.

HERE'S THE AWARD FOR YOUR PLAYERS!



*The author
and his book*

"FOOTBALL Thru the Years"

by *Dean Hill*

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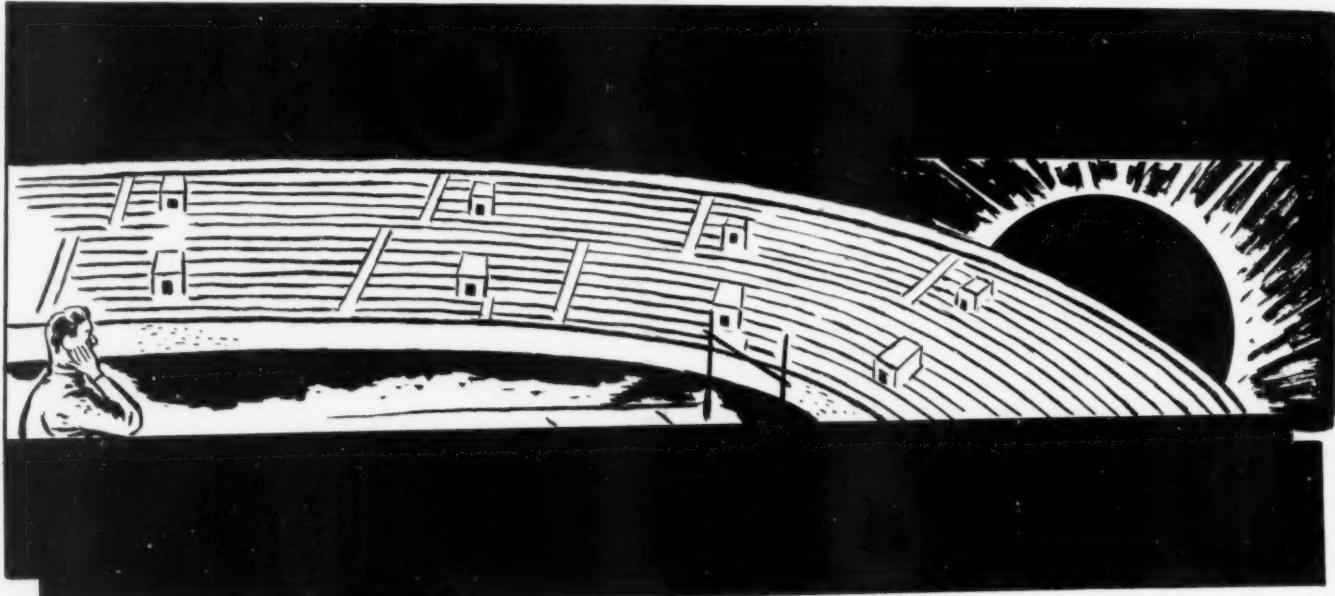
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